

# Williams College 2022-23 Catalog

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 [catalog.williams.edu](http://catalog.williams.edu)

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Williams College is accredited by the New England Commission of Higher Education (NECHE). The catalog contains information that is complete and accurate.

Williams College reserves the right, however, to make changes in its operations, programs, and activities as the trustees, faculty, and officers consider appropriate.

# Correspondence

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 [catalog.williams.edu/correspondence](http://catalog.williams.edu/correspondence)

Post office address:

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

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

Other inquiries should be addressed to the following:

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

The corporate name is The President and Trustees of Williams College.

# Non-Discrimination

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 [catalog.williams.edu/non-discrimination](https://catalog.williams.edu/non-discrimination)

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

Inquiries should be addressed to:

Assistant Vice President & Title IX Coordinator  
Office of Institutional Diversity, Equity, and Inclusion  
Williams College  
PO Box 607  
Williamstown, MA 01267  
413-597-4376

# College Mission

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 [president.williams.edu/college-governance/college-mission](https://president.williams.edu/college-governance/college-mission)

In the gentle light of the Berkshire hills, Williams pursues a bold ambition: To provide the finest possible liberal arts education. If the goal is immodest, it is also bracing: Elevating the sights and standards of every member of the community, encouraging them to keep faith with the challenge inscribed on the College's gates: "climb high, climb far."

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

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

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

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

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

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

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

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

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

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

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

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

- Our purpose is not to offer specialized or professional training, but to develop in our students strong writing, speaking, and quantitative abilities, as well as analytical and interpretive talents, tested in relation to a wide range of issues and disciplines. We embrace the liberal arts claim that a broadly educated person will be more capable of adapting to the particular needs of the professions and of public life than a person narrowly trained in singular subjects.
- Our curricular requirements aim to negotiate the crucial balance between breadth and depth. We combine an appropriately liberal distribution of each student's course choices across the curriculum with some measure of control over the methods and subject matter of at least one field. While fully recognizing the important value of disciplinary approaches and the departmental structures that support them, we have welcomed and participated in the academy's growing emphasis on inter-disciplinary learning as a way of understanding the inter-connectedness of ideas, and as a bulwark against the fragmentation of knowledge.
- Through the increasingly global reach of our curriculum, as well as the diversity of our campus community, we seek to develop in students the capacity to see beyond the limits of their own experience. So many of the world's problems—from racism, to sectarian and nationalistic violence, to everyday forms of disrespect—stem from a failure to imagine our way into the lives of other people, a failure to understand the beliefs and contingencies that shape their lives, a failure to hear the stories that other people are trying to tell us. A liberal education alone cannot solve the world's problems, but it can help to open minds and deepen human empathy.

- Our curriculum is as varied, up-to-date, and forward-thinking as the contemporary world requires, but we also want to strengthen our students' curiosity about, and respect for, the past: for the story of how people before us have responded to challenges different from—but analogous to—our own, for the story of where human beings have been, what we have achieved, and how we have failed. We want to resist the tendency to see our historical moment as so much more complex and dangerous than those experienced by earlier generations that we fail to think of the past as something that calls to us with an urgent, or admonitory, or even sympathetic voice.
- We want, too, to lean against the growing culture of simplification, where intricate issues are boiled down into fiercely held “positions,” where counter-arguments are seen as irritating distractions from clarity, where “points” have more power and visibility than the thinking that produced them. We want instead to inspire in our students the confidence to be undaunted by complexity, and to embrace it in ways that will prove valuable to them and to society at large.
- We aim to encourage students to develop a personal stance toward learning and knowledge, and to make judgments that put their beliefs and values on the line. We want them to have the courage of their convictions, but at the same time, to seek out criticism of their own ideas, and to appreciate the virtues of personal and intellectual humility.

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

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

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

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

*The statement above is the product of discussions during the 2016-17 academic year in the Accreditation Self-Study Steering Committee, whose twenty-eight members include faculty, students, and administrators, and in the Williams College Board of Trustees. The Board approved this statement in June 2017.*

# Admission

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 [catalog.williams.edu/admission](https://catalog.williams.edu/admission)

Williams uses a holistic admission process that focuses on gaining a deeper understanding of an applicant's academic achievements and personal character. Applicants to Williams should pursue the strongest program of study offered by their schools. While there are no absolute requirements for admission, competitive first-year candidates typically study English, math, natural science, foreign language and social studies in four-year sequences and present a distinguished record throughout their secondary school career.

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

## First-Year Applicants

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

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for submission is January 9, and applicants will receive notice of a decision by April 1. The majority of applicants apply under Regular Decision and, if admitted, have until May 1 to accept their place in the class. Acceptances are always contingent upon the applicant finishing the school year in good standing.

Here is additional information about the [admission process and required materials](#).

## Transfer Applicants

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At Williams, we strive to create a vibrant living and learning environment for all students by enrolling a talented and diverse class. Transfer students bring their own unique backgrounds, perspectives and set of lived experiences, and they carry all of that with them through their classes, conversations with peers, research and internships, and more. Williams is eager to

welcome a growing cohort of transfer students each year. Transfer students who began their post-secondary education at a community college, in the U.S. military or elsewhere in the workforce are especially encouraged to apply.

Transfer students may apply for fall enrollment only; we do not accept mid-year transfers. Students will be informed of their class standing at the point of admission. Those who enroll as first-semester juniors will select a major upon matriculation. Students are not eligible for admission if they have already received a bachelor's degree.

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

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

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

Here is additional information about the transfer [admission process and required materials](#).

## **Veteran Applicants**

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

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

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

supplementary materials.

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

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

More detailed information on available financial aid, Post-9/11 GI Bill® benefits, and our participation in the [Yellow Ribbon Program](#), is available on the [Student Financial Services \(SFS\) site](#).

## **International Applicants**

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Williams is committed to building a community that includes the brightest minds from around the world. Each year, we receive nearly 3,000 international applications—that is, from students who, regardless of country of residence, do not hold U.S. citizenship, permanent residency or a green card—from more than 100 countries. Today, international students make up nine percent of the Williams student body.

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

For more information please contact:

Office of Admission  
Williams College  
Weston Hall  
995 Main Street  
Williamstown, MA 01267  
[413-597-2211](tel:413-597-2211)  
[admission@williams.edu](mailto:admission@williams.edu)  
[williams.edu/admission-aid/](https://williams.edu/admission-aid/)

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

# Financial Aid

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 [catalog.williams.edu/financial-aid](https://catalog.williams.edu/financial-aid)

Williams has one of the most generous financial aid programs in the country, thanks to generations of gifts from alumni, parents, and friends. It allows us to award more than \$65 million a year in financial aid to more than half of all Williams' students. Our financial aid program is based entirely on need, and we meet 100 percent of every student's demonstrated need. We are committed to working with students and their families to make a Williams' education affordable.

Here are [application details for all applicants and current students](#).

## First-Year Applicants

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

First-year applicants who wish to apply to more than one college should apply under the non-binding Regular Decision plan. The deadline for financial aid is January 10, and applicants will receive notice of a decision by April 1.

## Transfer Applicants

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

## Current Students

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

## Contact Us

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Here is detailed information about our [policies and procedures](#) as well as our [most frequent questions](#). All applicants are assigned a [financial aid advisor](#) to walk them through each step and their advisor is listed on the award notice.

For more information please contact:

Student Financial Services

Williams College

Weston Hall

995 Main Street

Williamstown, MA 01267

413-597-4181

[finaid@williams.edu](mailto:finaid@williams.edu)

[finaid.williams.edu](http://finaid.williams.edu)

# Tuition & Fees

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[W catalog.williams.edu/tuition-fees](https://catalog.williams.edu/tuition-fees)

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

The [Student Financial Services](#) oversees billing and expenses—detailed information can be found on their site.

## Comprehensive Fee

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Charges for 2022-23 tuition, room, board, and fees are as follows:

Tuition	\$61,450
Room	\$7,900
Board	\$7,630
Activities & Residential House Fees	\$320
Study Away Fee (if applicable)	\$1,500

The charge for full-time students per semester hour will be \$1,920.

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## Health Insurance

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

Williams offers a [qualifying student health insurance plan](#) through Blue Cross Blue Shield of Massachusetts (BCBS). Information about the plan is emailed to every student in June. Students enrolled in the Williams plan for 2022-23 will be charged \$2,277.00 for this coverage.

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

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## Term Bill Payments

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

- early-July due by August 15
- early-December due by January 13

Additional billing statements are sent on a monthly basis with any miscellaneous charges or credits that are posted in [EphPay](#) during the course of the term.

Students are encouraged to grant access to parents and other parties to [EphPay](#) to view and pay bills online. or international wire transfer. Payments may be made by echeck, or by credit card (2.99% convenience fee). Payments may also be made by check, mailed directly to:

Williams College  
Student Financial Services – Weston Hall  
995 Main St.  
Williamstown, MA 01267

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## Payment Plans

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Williams partners with Flywire Inc. to offer an installment payment plan that allows students to spread their payments over the course of a semester in four or five even installments. There are no fees except for a \$40 enrollment fee per semester.

Information on payment plan options can be found in [EphPay](#).

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## Returned Checks

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A \$30 charge will be assessed for each returned check paid directly to Williams or any payment through [EphPay](#). A cashier check or money order may be required as payment for a returned check.

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## Outside Scholarships/Employer Tuition Benefit Plans

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Students who receive a scholarship or a employer tuition benefit that was not awarded through Student Financial Services, are required to report them in Williams Student Records>Stu Financial Services forms tile>Report Scholarship/Benefits. Provisional credit

will be posted to the term bill. If actual payment for the provisional credit is not received by the date anticipated, the provisional credit will expire and be removed from a student's account creating a balance due.

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## **Loans**

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The [Student Financial Services](#) has information about loan options available to parents.

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## **Outstanding Balances**

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

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

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

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

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## **Refund Policy and Tuition Refund Insurance**

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

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

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## **Federal Funds Repayment**

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

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## Tax Forms

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

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## Veterans Affairs' (VA) Title 38 United States Code Section 3679(e) School Compliance Statement

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

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

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

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

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

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.*

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# Academic Calendar

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 [catalog.williams.edu/academic-calendar](https://catalog.williams.edu/academic-calendar)

Subscribe to the [Williams Academic Calendar](#) and never miss a deadline.

## 2022 Fall

<b>Month</b>	<b>Date</b>	<b>Day(s) of the week</b>	<b>Description</b>
August	8-12	Monday-Friday	First-Year 2022 pre-registration period
August	22-26	Monday-Friday	Fall 2022 registration period
August-September	30-7	Tuesday-Wednesday	First Days
September	6-16	Tuesday-Friday	Drop/add period
September	7	Wednesday	First-year student advising Tutorial drop deadline, 4:00 pm
September	8	Thursday	Fall semester classes begin
September	10	Saturday	Convocation
September	16	Friday	Independent Study forms due
October	TBA	One of first three Fridays	Mountain Day
October	10-11	Monday-Tuesday	Reading period, no classes
October	17	Monday	Mid-semester advisory deadline
October	21	Friday	Last day to drop an extra-graded course
October	28-30	Friday-Sunday	Friends & Family Weekend
October-November	31-7	Monday-Monday	Spring 2023 pre-registration period
November	9-13	Wednesday-Sunday	Winter Study registration period
November	12	Saturday	Homecoming
November	18	Friday	Last day to withdraw from a course
November	23-27	Wednesday-Sunday	Thanksgiving Break
November-December	28-1	Monday-Thursday	Final round Winter Study registration period

<b>Month</b>	<b>Date</b>	<b>Day(s) of the week</b>	<b>Description</b>
December	2	Friday	Last day to claim exam hardship
December	9	Friday	Fall semester classes end
December	10-13	Saturday-Tuesday	Reading period, no classes
December	10-18	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
December	13	Tuesday	Last day written work due in courses with final exams, 5:00 pm
December	14-19	Wednesday-Monday	Scheduled final exam period
December	17	Saturday	Last day written work due in courses without final exams, 5:00 pm
December	26	Monday	Fall semester grades due

### **2023 Winter & Spring**

<b>Month</b>	<b>Date</b>	<b>Day(s) of the week</b>	<b>Description</b>
January	2	Monday	Last day to change fall 2022 course grading option to pass/fail
January	3	Tuesday	Winter Study begins
January	12-19	Thursday-Thursday	Spring 2023 registration period
January	16	Monday	Martin Luther King Jr. Day, no classes
January	26	Thursday	Winter Study ends
January	30	Monday	Winter Study grades due
January-February	30-10	Monday-Friday	Drop/add period
January	31	Tuesday	Tutorial drop deadline, 4:00 pm

February	1	Wednesday	Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)
February	2	Thursday	Claiming Williams Day, no classes
February	3	Friday	Classes resume assigned schedule
February	10	Friday	Independent Study forms due
February	17-18	Friday-Saturday	Winter Carnival, no classes
March	17	Friday	Last day to drop an extra-graded course
March-April	18-2	Saturday-Sunday	Spring Break
April	14	Friday	Last day to withdraw from a course
April-May	26-5	Wednesday-Friday	Fall 2023 pre-registration period
May	5	Friday	Last day to claim exam hardship
May	12	Friday	Spring semester classes end
May	13-16	Saturday-Tuesday	Reading period, no classes
May	13-21	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
May	16	Tuesday	Last day written work due in courses with final exams, 5:00 pm
May	17-22	Wednesday-Monday	Scheduled final exam period
May	20	Saturday	Last day written work due in courses without final exams, 5:00 pm
May	26	Friday	Senior grades due, 12:00 pm
May	29	Monday	Seniors: 12:00 pm deadline to change course grading option to pass/fail Spring semester grades due (all other students)
June	3	Saturday	Baccalaureate Service Class Day

June	4	Sunday	Commencement
June	5	Monday	Last day to change course grading option to pass/fail (all other students)
June	8-11	Thursday-Sunday	Alumni Reunions

### Number of Class Meetings

	Mornings		Afternoons			Evenings		
	M, W, F	T, Th	M, Th	W	T, F	M	W	MW
Fall Semester	37	25	25	12	25	12	12	24
Spring Semester	37	25	25	12	25	12	12	24

The Winter Study Period covers 23 calendar days.

## 2023 Fall

Month	Date	Day(s) of the week	Description
August-September	28-5	Monday-Tuesday	First Days
September	5	Tuesday	First-year student advising
September	7	Thursday	Fall semester classes begin
September	9	Saturday	Convocation
October	TBA	One of first three Fridays	Mountain Day
October	9-10	Monday-Tuesday	Reading period, no classes
October	27-29	Friday-Sunday	Friends & Family Weekend
November	11	Saturday	Homecoming
November	22-26	Wednesday-Sunday	Thanksgiving Break
December	8	Friday	Fall semester classes end
December	9-12	Saturday-Tuesday	Reading period, no classes
December	9-17	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
December	13-18	Wednesday-Monday	Scheduled final exam period

## 2024 Winter & Spring

Month	Date	Day(s) of the week	Description
January	3	Wednesday	Winter Study begins
January	15	Monday	Martin Luther King Jr. Day, no classes
January	26	Friday	Winter Study ends
January	31	Wednesday	Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)

<b>Month</b>	<b>Date</b>	<b>Day(s) of the week</b>	<b>Description</b>
February	1	Thursday	Claiming Williams Day, no classes
February	2	Friday	Classes resume assigned schedule
February	16-17	Friday-Saturday	Winter Carnival, no classes
March	16-31	Saturday-Sunday	Spring Break
May	10	Friday	Spring semester classes end
May	11-14	Saturday-Tuesday	Reading period, no classes
May	11-19	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
May	15-20	Wednesday-Monday	Scheduled final exam period
June	1	Saturday	Baccalaureate Service Class Day
June	2	Sunday	Commencement
June	6-9	Thursday-Sunday	Alumni Reunions

### **Number of Class Meetings**

	<b>Mornings</b>		<b>Afternoons</b>			<b>Evenings</b>		
	M, W, F	T, Th	M, Th	W	T, F	M	W	MW
Fall Semester	37	25	25	12	25	12	12	24
Spring Semester	36	25	25	12	24	12	12	24

The Winter Study Period covers 23 calendar days.

## 2024 Fall

Month	Date	Day(s) of the week	Description
August-September	26-3	Monday-Tuesday	First Days
September	3	Tuesday	First-year student advising
September	5	Thursday	Fall semester classes begin
September	7	Saturday	Convocation
October	TBA	One of first three Fridays	Mountain Day
October	14-15	Monday-Tuesday	Reading period, no classes
October	25-27	Friday-Sunday	Friends & Family Weekend
November	9	Saturday	Homecoming
November-December	27-1	Wednesday-Sunday	Thanksgiving Break
December	6	Friday	Fall semester classes end
December	7-10	Saturday-Tuesday	Reading period, no classes
December	7-15	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
December	11-16	Wednesday-Monday	Scheduled final exam period

## 2025 Winter & Spring

Month	Date	Day(s) of the week	Description
January	6	Monday	Winter Study begins
January	20	Monday	Martin Luther King Jr. Day, no classes
January	31	Friday	Winter Study ends

Month	Date	Day(s) of the week	Description
February	5	Wednesday	Spring semester classes begin (classes follow a Thursday schedule, attend any class on your schedule that has a Thursday meeting time)
February	6	Thursday	Claiming Williams Day, no classes
February	7	Friday	Classes resume assigned schedule
February	14-15	Friday-Saturday	Winter Carnival, no classes
March-April	22-6	Saturday-Sunday	Spring Break
May	16	Friday	Spring semester classes end
May	17-20	Saturday-Tuesday	Reading period, no classes
May	17-25	Saturday-Sunday	Self-Scheduled and Take-Home final exam period
May	21-26	Wednesday-Monday	Scheduled final exam period
June	7	Saturday	Baccalaureate Service Class Day
June	8	Sunday	Commencement
June	12-15	Thursday-Sunday	Alumni Reunions

### Number of Class Meetings

	Mornings		Afternoons			Evenings		
	M, W, F	T, Th	M, Th	W	T, F	M	W	MW
Fall Semester	36	25	25	12	24	12	12	24
Spring Semester	36	25	25	12	24	12	12	24

The Winter Study Period covers 25 calendar days.

# Curricular Opportunities

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[W catalog.williams.edu/curricular-opportunities](http://catalog.williams.edu/curricular-opportunities)

## Concentrations

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

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## Coordinate Programs

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

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

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## Honors Program

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

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

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

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

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## Foreign Language Certificates

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

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## **Combined Program in Liberal Arts and Engineering**

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

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

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

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

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## **Tutorial Program**

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

Tutorials place much greater weight on student participation—more so than regular courses or small seminars. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and

respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

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

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

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

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

### **Registration Information**

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

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

[This is a current list of tutorials offered.](#)

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## **Independent Study**

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

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## **Cross-Enrollment Program**

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Students may register at [Bennington College](#) or [Massachusetts College of Liberal Arts](#) for courses not offered at Williams.

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

Contact the [Registrar's Office](#) to make arrangements.

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## **Study Away**

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

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

The one-time petition deadline is March 1<sup>st</sup> the year before a student chooses to study away. To learn more about the process please contact the [Office of International Education and Study Away](#).

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## **Fellowships**

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

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## **Experiential Education**

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

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## **Pathways for Inclusive Excellence**

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Pathways for Inclusive Excellence (PIE), part of the Office of Institutional Diversity and Equity, develops and administers programs that address diversity and inclusion in higher education. Beginning with the pre-enrollment programs—Summer Humanities and Social Sciences (SHSS) and Summer Science Program (SSP)—PIE provides opportunities for

students to thrive academically. The Mellon Mays Undergraduate Fellowship (MMUF) and the Allison Davis Research Fellowship (ADRF) give selected students the opportunity to learn advanced research skills and practice them on research projects of their own design with the guidance of a faculty mentor and a cohort of peers. The fellowships offer stipends so students can use their time to pursue research instead of campus and summer jobs. The ultimate goal of these fellowships is to increase the number of students from underrepresented groups in PhD programs and academic careers. PIE also helps connect eligible students to a variety of other opportunities, from the Creating Connections Consortium (C3) summer fellowships to the Institute for Recruitment of Teachers (IRT) to a wide variety of summer research programs. [More information can be found on the PIE site.](#)

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# Degree Requirements

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 [catalog.williams.edu/degree-requirements](https://catalog.williams.edu/degree-requirements)

## Summary

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

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

- Pass 32 semester courses, 4 per semester ([see COVID-19 policy addendum](#)):
  - at least 29 of which must be regularly graded A-E ([see COVID-19 policy addendum](#)), including 19 with grades of C- (in any semester) or a grade of Pass (in spring 2020, fall 2020, and spring 2021);
  - a maximum of 3 P/F courses, with a limit of 1 P/F per semester ([see COVID-19 policy addendum](#));
  - students may not repeat a course for which degree credit has been awarded.
- Fulfill the [four-part distribution requirement](#) with graded ([see COVID-19 policy addendum](#)) courses taken at Williams or at programs under the direction of Williams College faculty:
  1. [Divisional requirement](#): three graded ([see COVID-19 policy addendum](#)) semester courses (with two different prefixes) in each division, two of which must be completed by the end of sophomore year.
  2. [Writing Skills \(WS\) requirement](#): two writing skills courses, one by the end of sophomore year, and one by the end of junior year.
  3. [Difference, Power, and Equity \(DPE\) requirement](#): one before graduation, however, students are urged to complete the course by the end of sophomore year.
  4. [Quantitative/Formal Reasoning \(QFR\) requirement](#): one by the end of junior year.
- Complete all requirements for the [major](#) with an average of C- or higher.
- Pass four [Winter Study courses](#) ([see COVID-19 policy addendum](#)).
- Complete four quarters of [physical education](#) by the end of sophomore year in at least two different activities.
- Be in [residence](#) at Williams eight semesters, two of which can be an [approved Study Away program](#). Students must be in residence for both semesters of their final year.

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## Academic Requirement

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

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## Distribution Requirements

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

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

Courses are grouped into three divisions:

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

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

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

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

- Arabic (exceptions, see individual course descriptions)
- Art History

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

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

- Africana Studies
- American Studies
- Anthropology
- Arabic (exceptions, see individual course descriptions)
- Asian Studies (exceptions, see individual course descriptions)
- Chinese (exceptions, see individual course descriptions)
- Cognitive Science
- Economics
- Environmental Studies (any Environmental Studies course that is also cross-listed with another subject carries divisional credit of that subject; for other exceptions see individual course descriptions)
- Global Studies

- History
- Interdisciplinary Studies (exceptions, see individual course descriptions)
- Japanese (exceptions, see individual course descriptions)
- Jewish Studies
- Justice and Law
- Latina/o Studies
- Leadership Studies
- Maritime Studies (exceptions, see individual course descriptions)
- Philosophy
- Political Economy
- Political Science
- Psychology (some exceptions, see individual course descriptions)
- Public Health (exceptions, see individual course descriptions)
- Religion
- Science and Technology Studies
- Sociology
- Women's, Gender and Sexuality Studies

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

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

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

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

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

Here is a current list of courses offered that meet the [WS requirement](#).

[More information for faculty.](#)

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

All students are required to complete at least ONE DPE course. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of sophomore year. The requirement may be fulfilled with a course taken away from campus,

but students wishing to use this option must petition the Committee on Educational Affairs (CEA) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

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

More information for faculty.

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

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

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

More information for faculty.

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## Major Requirement

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

## Majors

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- American Studies
- Anthropology
- Arabic
- Art (History, Studio)
- Astronomy
- Astrophysics
- Biology

- Chemistry
- Chinese
- Classics
- Comparative Literature
- Computer Science
- Contract Major
- East Asian Languages and Cultures
- Economics
- English
- Environmental Studies
- French
- Geosciences
- German
- History
- Japanese
- Mathematics
- Music
- Philosophy
- Physics
- Political Economy
- Political Science
- Psychology
- Religion
- Russian
- Sociology
- Spanish
- Statistics
- Theatre
- Women's, Gender and Sexuality Studies

### **General Structure of Majors**

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

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

2) A prescribed sequence of courses, supplemented by parallel courses, and including a major seminar, is required in some major fields. Other majors ask students to plan a sequence of elective courses, including advanced work building on elementary courses in

the field, and ending in a one- or two- semester faculty-organized course or project senior year. All majors provide a system of counseling to help students plan programs reflecting individual interests as well as disciplined and cumulative patterns of inquiry.

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

## **Major and Concentration**

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

## **Two Majors**

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

## **Three Majors**

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

## **Contract Major**

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

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## **Winter Study**

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Winter Study, which began in 1967, is intended to provide students and faculty with a dramatically different educational experience. The differences are in the nature of the courses, the nature of the learning experience, and the change of educational pace and format from fall and spring semesters. These differences apply to the faculty and students in several ways: faculty can try out courses with new subjects and techniques that might, if successful, be used later in the regular terms; they can explore subjects not amenable to

inclusion in regular courses; and they can investigate fields outside their usual areas of expertise. In their academic work (which is graded Pass, Perfunctory Pass, or Fail) students can explore new fields at low risk, concentrate on one subject that requires a great deal of time, develop individual research projects, or work in a different milieu (as interns, for example, or on trips outside Williamstown). In addition, Winter Study offers students an opportunity for more independence and initiative in a less formal setting, more opportunity to participate in cultural events, and an occasion to get to know one another better.

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

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## Physical Education Requirement

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

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

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

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

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

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

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

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

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

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

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

If your PE credits still seem incorrect, please check with the [Physical Education Department](#).

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## **Residence Requirement**

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

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

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

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# Graduate Programs

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 [catalog.williams.edu/graduate-programs](https://catalog.williams.edu/graduate-programs)

## Master of Arts in the History of Art

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In cooperation with the Sterling and Francine Clark Art Institute, Williams College offers a two-year course of study leading to the degree of Master of Arts in the History of Art. The objective of the program is to offer to a small number of students a thorough professional preparation for careers in the visual arts, including schools and museums, and to enable them to pursue further research whether independently or at institutions offering higher graduate degrees. The curriculum consists of seminars in a wide range of art historical subjects. Opportunities are provided for practical experience in museum work at The Clark, the Williams College Museum of Art, the Massachusetts Museum of Contemporary Art, and other local institutions. The study of primary materials is further extended by field trips to other collections. The degree is normally awarded after two years of resident graduate study. To earn the degree, students must take twelve courses, of which at least seven must be graduate seminars (including ARTH 504 and ARTH 506). Students must fulfill a distribution requirement by undertaking coursework across at least two of four geographical areas (Europe and the Mediterranean Basin, Asia and the Pacific, The Americas, Africa and the Middle East) and at least two of three chronological periods (Prehistoric to 1200, 1200 to 1800, 1800 to the present). Additionally, students must complete two winter study periods, the latter comprising an International Study Trip in the first year (ARTH 51) and preparation of a Qualifying Paper in the second (ARTH 52). Students must also demonstrate proficiency in one foreign language, though further study in primary-research languages is encouraged. Students will register for ARTH 509 (Graduate Symposium), to be graded pass/fail, in their fourth semester. In addition to all course work, students are expected to present a shortened version of the Qualifying Paper in a graduate symposium to be held on Commencement weekend. To enter the program, an applicant must have been awarded the degree of Bachelor of Arts or its equivalent from an accredited institution. An undergraduate major in art history is not required for acceptance to the program. More information is available on the [Grad Art site](#).

## Master of Arts in Policy Economics

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The Center for Development Economics (CDE), which opened at Williams College in 1960, offers an intensive one-year program in economic analysis leading to the degree of Master of Arts in Policy Economics. The program is specifically designed for economists from developing countries who have already embarked on professional careers in the public sector. The curriculum requires courses in development economics, macroeconomics, public finance, and econometrics. CDE fellows choose among other courses in lecture, seminar, and tutorial formats. Recent course electives have included: developing country

macroeconomics II; macroeconomic resilience; growth diagnostics; financial development and regulation; tax policy; international trade and development; program evaluation for international development; environmental and natural resource policy; international financial institutions; long-term fiscal challenges; the role of social safety nets; and micro-simulation for policy analysis. Williams undergraduates who satisfy course prerequisites, with the consent of the individual instructor, are encouraged to take courses at the CDE. Admission to the master's degree program is highly selective, with several hundred applicants each year for approximately 30 places. Candidates normally have a B.A. or B.Sc. degree with honors in economics or a related field, two or more years of relevant work experience, and an effective command of spoken and written English. CDE fellows are often nominated for the program by public agencies from which they will be on leave. More information is available on the [CDE site](#).

# Academic Misconduct - Honor Code

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[W dean.williams.edu/academic-misconduct-honor-code](https://dean.williams.edu/academic-misconduct-honor-code)

On March 17, 1896, Williams students voted 247 to 42 in favor of inaugurating a campus-wide Honor Code. While it has evolved over time, this Honor Code remains, to this day, a critical component of our academic community. The Honor Code is only ratified by Williams students, and as such, only student members of the Honor and Discipline Committee can vote on cases.

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

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

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

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

Students who are brought before the Honor Committee have the right to be accompanied by an advisor. The advisor must be a member of the College community (i.e., student, faculty or staff); students may not be accompanied by or represented by an attorney. During the hearing the advisor and the accused student may speak to one another, but the advisor may not address the committee or question witnesses.

1. Login to [Williams Student Records](#) with your Williams ID and password.
2. From the Self-Service menu, select the section "Williams Honor Code."
3. Read all sections of the Honor Code and check the available boxes to affirm your complete understanding of the Honor Code and to assert your agreement to abide.

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

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

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

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

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

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

## **For Students**

### **Resources on when to cite**

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

1. [The Eph Survival Guide](#)
2. [The Williams College Library](#).

### 3. The Writing Program - A word about plagiarism

#### **For Faculty**

##### **Assembling your syllabus and course packet**

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

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

##### **Collaboration with classmates**

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

##### **Use of outside resources**

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

##### **Use of technology**

Please make clear whether students are allowed to use smartphones or laptops, or to check their answers using reference books or technology, before handing in homework (as well as during class and on exams). May they use the iPhone's clock function? The calculator? Dictionary?

##### **Citation style**

Sometimes when faculty ask students to write about a specific text or phenomenon, they allow the students to refer informally to that text. If everyone has read the same edition of *Don Quixote*, it might be acceptable for the student to refer to its page numbers without providing a full reference that includes the author, publisher and edition; the same might apply to articles from an assigned reading packet. Sometimes faculty require a full, formal citation. Making the required form clear, especially by using

it to reference readings on the syllabus, is helpful. Do online response essays need formal citations? Ungraded responses? If formality varies, explain when and why. Please help get across to students that the style of a citation is not as important as the fact that the citation is provided. Using the wrong style is not an honor code violation. Failing to provide a citation is.

### **Common knowledge**

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

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

### **For Faculty and TAs**

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

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

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

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

### **For classmates**

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

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

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

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

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

Honor Committee Members

## **Before a Hearing**

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

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

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

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

Students can request support from their class dean in preparing for their hearings. In their capacity, deans can provide space for students to talk out how they plan to speak to the hearing body and also to get support resources while they are waiting for a determination for the case. If students wish to have dean support, it is very important that students notify their dean immediately in order to plan for scheduling.

### **During a Hearing**

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

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

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

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

The committee then deliberates over three questions:

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

All members of the committee present at the hearing participate in the deliberations; however, only the student members can vote. A vote of three-quarters of those present and voting is required both for finding the student responsible for violating the Honor Code and for recommending a sanction to the Dean. In the event that a three-quarters vote to recommend a sanction cannot be reached, one or more students may endorse

separate recommended sanctions. A recommendation for dismissal requires a unanimous vote of the student members present. The dismissal is carried out only upon approval by both the Dean of the College and the President of the College.

Immediately after the hearing, the SC lets the accused know what the committee decided. The FC relays the same information to the person who brought the case forward.

If the committee does find the accused responsible for violating the honor code, then the dean will relay the decision formally, in writing. In a letter to the student (copied to the person who brought the case forward, the SC, and the FC), the dean will let the student know the sanction imposed, the reasons for this, and the committee's particular concerns.

## Requirements & Sanctions

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

- **Warning:** A warning is intended to educate the student about the Honor Code and community standards, and to serve as notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary action. A warning does not become part of the student's permanent record. Students who receive a warning can answer negatively if they are asked if they have been subject to College discipline. A warning remains in a student's file until graduation, when it is removed.
- **Mandatory educational tutorial:** This Instructional material is designed to educate students about the importance of academic integrity, and to serve as a guide for proper practices around collaboration, citation, quotation, and more. This educational sanction does not become part of the student's permanent record. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. Notation of an educational requirement remains in a student's file until graduation, when it is removed. Students who fail to complete the tutorial by the end of the semester in which the infraction occurred will automatically be placed on disciplinary probation.
- **Failure in the assignment:** The student will automatically receive an F for the assignment in which the infraction was committed. This sanction does not automatically become part of the student's permanent record unless it is accompanied by disciplinary probation or suspension. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. Notation of the hearing outcome remains in a student's file until graduation, when it is removed.
- **A drop in the overall course grade by a percentage determined by the committee:** The student will automatically receive a percentage decrease in grade for the course in which the infraction was committed. This sanction does not automatically become part of the student's permanent record unless it is accompanied by disciplinary probation or suspension. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. Notation of the hearing outcome remains in a student's file until graduation, when it is removed.

- **Failure in the course:** The student will automatically receive an F for the course in which the infraction was committed. This sanction does not automatically become part of the student's permanent record unless it is accompanied by disciplinary probation or suspension. Students who receive this sanction can answer negatively if they are asked if they have been subject to College discipline. The failing grade will appear as an E on the academic transcript. Notation of the hearing outcome remains in a student's file until graduation, when it is removed.
- **Disciplinary Probation:** To be assigned for a specified period of time. This sanction becomes part of the student's permanent record, and remains on file for seven years. Students who receive this sanction must answer affirmatively if they are asked if they have been subject to College discipline. Subsequent violation of the Honor Code will normally result in suspension or expulsion from the College. The student meets regularly with a dean during the probationary period. As a general matter, parents/guardians are notified about disciplinary probation.
- **Suspension:** Separation from the College, and exclusion from College premises, and from other privileges and activities. Readmission to the College after the term of suspension is not automatic but requires an application to the Dean of College. This sanction becomes part of the student's permanent record, and remains on file for seven years. Students who receive this sanction must answer affirmatively if they are asked if they have been subject to College discipline. Subsequent violation of the Honor Code will normally result in suspension or expulsion from the College. As a general matter, parents/guardians are notified about suspension.
- **Expulsion:** Permanent termination of student status, and exclusion from College premises, privileges, and activities. This sanction becomes part of the student's permanent record, and remains on file permanently. Students who receive this sanction must answer affirmatively if they are asked if they have been subject to College discipline. As a general matter, parents/guardians are notified about expulsion.
- **Other Actions:** In addition to or in place of the above actions, the hearing panel may assign such other penalties, as it deems appropriate.

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

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

- 2020-2021 (32 hearings)  
[Honor and Discipline Committee Report 2020-2021](#)
- 2019-2020 (15 hearings)  
[Honor and Discipline Committee Report 2019-2020](#)
- 2018-2019 (22 hearings)
  - [Honor and Discipline Committee Report 2018-2019](#)
  - 2018-2019 (22 hearings)
- 2017-2018 (32 hearings)  
[Honor and Discipline Committee Report 2017-2018](#)
- 2016-2017 (23 hearings)  
[Honor and Discipline Committee Report 2016-2017](#)
- 2015-2016 (18 hearings)  
[Honor and Discipline Committee Report 2015-2016](#)
- 2014-2015 (19 hearings)  
[Honor and Discipline Committee Report 2014-2015](#)
- 2013-2014 (30 hearings)  
[Honor and Discipline Committee Report 2013-2014](#)
- 2012-2013 (34 hearings)  
[Honor and Discipline Committee Report 2012-2013](#)
- 2011-2012 (13 hearings)  
[Honor and Discipline Committee Report 2011-2012](#)
- 2010-2011 (19 hearings)  
[Honor and Discipline Committee Report 2010-2011](#)
- 2009-2010 (14 hearings)  
[Honor and Discipline Committee Report 2009-2010](#)
- 2008-2009 (13 hearings)  
[Honor and Discipline Committee Report 2008-2009](#)
- 2007-2008 (15 hearings)  
[Honor and Discipline Committee Report 2007-2008](#)
- 2005-2006 (8 hearings)  
[Honor and Discipline Report 2005-2006](#)

# Academic Policies

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[W catalog.williams.edu/academic-policies](https://catalog.williams.edu/academic-policies)

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

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

## Attendance

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

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

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

## Williams College Policy on Observance of Religious Holidays

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

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

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## Course Change Period

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

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## Year-Long Courses

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

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## Grading System

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

A+ = 4.0 (4.33 prior to fall 2020)

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

E = 0 results in a course deficiency

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

## Mid-Semester Student Advisories

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

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## **Eligibility for and Completion of Majors**

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

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

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

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## **Early Concentration Rules**

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

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

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

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## Course Load

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**COVID-19 addendum:** Students enrolled fall 2020 or spring 2021 are required to complete **three courses each semester**.

Students may not enroll in fewer courses than the required load unless on a documented and approved reduced course load.

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

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

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

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

Students who complete:

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

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

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Students are required to complete four courses each semester.

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## Approved Reduced Course Load

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

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

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

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

- Minimum academic standards for a student on a reduced course load are three grades of C- (in any semester) or a grade of Pass (in spring 2020, fall 2020, and spring 2021) OR two grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project. The Committee on Academic Standing may require a student to withdraw from the college for a period of time for failure to meet these minimum standards.
- Students may take a fourth course as an extra course. This course may be taken pass/fail or for a grade, and will count toward the 32 course requirement.
- Students on a reduced course load should confer with the Registrar and with Dr. Wallace, Director of Accessible Education, at least once each year to make plans for completing the degree. Since the student will complete fewer than 32 Williams courses in eight semesters, the student will need to either take summer courses elsewhere or take additional semesters at Williams in order to complete their graduation requirements. Note, however, that only Williams courses can be used for completing distribution requirements.
- If a student wishes to take summer courses elsewhere, they must be pre-approved by the Registrar and must be taken at an accredited four-year institution and be in a field appropriate to the liberal arts.

- If a student wishes to take courses elsewhere that count towards the requirements of their major, those courses will need to be approved by the chair in their major department or program.
- If a student receives financial aid, that aid can be extended if the reduced course load requires additional semesters to complete 32 courses.
- The college requires all students to take a full course load. This means that students on a reduced course load must be enrolled in a minimum of three courses each semester. Students who come to the end of a semester having completed 30 or 31 courses, and choose to complete those remaining courses by petitioning to take an additional semester at Williams will be expected to be enrolled in three courses that final semester.
- As is the case for all students, students are permitted to withdraw from one course in the first year and one additional course during the remaining semesters at Williams, so long as the requirements for withdrawing from a course are met. If the student withdraws from a course, the deficiency must be made up in either the following summer or the next semester.
- Students on reduced course load who plan to study away should be sure to let both Dr. Wallace and the study away advisor know of their intention to take a reduced course load while away. Many study away programs permit students to take a three course load if they have been approved for that load by their home institution, but some programs are fully integrated such that taking only three courses is not possible without disrupting the academic integrity of the program.
- If a student is approved for a reduced course load without a specific ending date, Dr. Wallace will review the necessity of continuing on reduced load at the beginning of each term. He may contact the student to request updated academic or medical information if needed to determine the appropriateness of continuing the reduced course load accommodation.

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## Pass/Fail Option

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### COVID-19 Addendum

**For first semester first-years attending fall 2021 ONLY:** Incoming first-year students will be able to take any or all of their fall semester courses on a pass/fail basis, as long as these courses are eligible for pass/fail. These courses will not count against the three courses that students may opt to designate as pass/fail beyond their first semester and can be used to fulfill distribution requirements (divisional; Writing Skills; Difference, Power, and Equity; and Quantitative/Formal Reasoning).

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

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Beginning fall 2022 deadlines for pass/fail are as follows: in the fall semester students have until one week after grades are due to declare which eligible course they are taking pass/fail. In the spring semester, the deadline for graduating seniors is one business day after grades are due to declare which eligible course they are taking pass/fail. All other students, in the spring semester, have until one week after grades are due to declare which eligible course they are taking pass/fail.

No exceptions to these deadlines will be made for missing grades. Students should work with instructors of their course to determine class status if a grade has not been submitted by the deadline for pass/fail.

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

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

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

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

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

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

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

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

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

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## Withdrawing from a Course

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### COVID-19 addendum:

- During fall 2020 or spring 2021 students have until the end of the last day of classes to withdraw from a course.
  - If a student wishes to withdraw from a fourth course beyond the sixth week deadline, they will have to go through the Dean of the College process for withdrawing from a course.
  - In the case of a withdrawals from a fourth course past the stated deadline, the record will indicate a "W" but a student will not have to make up the course.
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First-year and first-semester transfer students may be permitted to withdraw from one course (incurring a deficiency but no grade penalty) as late as the tenth week of the semester.

Upperclass students also may withdraw from a course under the same conditions once in subsequent years. A withdrawal, recorded on the transcript as a "W," is granted only with the approval of the instructor and a dean and only if there is complete agreement between the

instructor and the dean that, despite conscientious effort to do the work, continuation in the course would be detrimental to the overall educational interest or health of the student. The deficiency thereby incurred must be removed in the normal manner.

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## Deadlines for Coursework

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

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

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## Failing a Course and Deficiencies

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### COVID-19 addendum:

- Students **failing** a fourth course during fall 2020 or spring 2021 will not have to make up the course.
- A fourth course taken fall 2020 or spring 2021 may be used to cover a previously earned **deficiency** but not for subsequent deficiencies.
- A fifth or sixth extra-graded course taken fall 2020 or spring 2021 may be used to cover a deficiency incurred in a prior or subsequent semester.

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

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

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

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

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

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## **Separation for Low Scholarship**

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

Four grades of C- or better, or three grades of C- or better and a Pass each semester, and at least Perfunctory Pass on the Winter Study Project.

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

Students who are required to resign from the College for academic reasons are normally not permitted to return for at least one year from the date of their resignation. A student who has been required to resign from the College may petition the Committee on Academic Standing through the Office of the Dean of the College for reinstatement. That petition must include (1)

evidence that the student has made up all course deficiencies, (2) a letter to the Committee providing convincing evidence that the student is ready and able to complete work toward a degree at Williams.

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

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

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

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## **Withdrawal from the College in Good Standing**

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

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

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## **Refunds**

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Payment refund or credit in the event of withdrawal is described in the [Williams College Refund Policy](#).

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## Eligibility for Extracurricular Activities

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

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

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

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## Dean's List

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

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

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## Phi Beta Kappa Society (amended fall 2019)

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

3. At the end of the senior year, all students not yet elected and in the highest 12.5 percent of the class, ranked by cumulative grade point average, shall be eligible for election provided they have met the requirements. Seniors who have met the requirements can also become eligible for election by nomination from a faculty member at Williams College. Nominations shall be approved by an election committee of at least three faculty members of Phi Beta Kappa, with one from each division; the members of the committee will be chosen by the faculty officers of the Williams chapter, in consultation with the membership. The total number of students elected shall not exceed 15 percent of the class.
4. Students shall be eligible for election only if they have been students at Williams College for at least two years.
5. Honorary members may be elected from distinguished alumni, faculty, or staff of the college. Nominations shall be approved by the election committee. The number of honorary members elected shall ordinarily not exceed two each year.
6. Any student who shall have gained their rank by unfair means or who in the judgment of the Dean of the College is not of good moral character is ineligible to election.
7. The name of a member elect shall be entered on the roll only after they have accepted the election and has paid to the Treasurer the regular entrance fee.
8. Any undergraduate member who withdraws from the College before graduation or who falls short of the minimum Phi Beta Kappa scholastic standing may, upon a two-thirds vote of the members present at the annual meeting, be deprived of membership in the society.
9. Any undergraduate member who is expelled from the College shall be deprived of membership in the Society.
10. While connected with Williams College as an officer of instruction or administration, any graduate of Williams College who is a member of another chapter of Phi Beta Kappa shall be considered a regular member of the Williams chapter.
11. While connected with Williams College as professor, associate professor or assistant professor, or an officer of administration, any member of another chapter of Phi Beta Kappa shall have all the privileges of the Williams chapter, including holding office and voting. While connected with Williams College, any other officer of instruction or administration who is a member of another chapter shall have all the privileges of the Williams chapter, except holding office and voting.

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## **Awarding of Degrees**

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By vote of the Trustees, the degree of Bachelor of Arts is conferred at Commencement upon students who have completed the requirements as to courses and grades to the satisfaction of the Faculty. The right to a degree may, however, be forfeited by misconduct at any time prior to the conferring of the degree. Students receiving their degree in absentia must

communicate that decision to the Dean of the College and the Registrar no later than two weeks prior to commencement. Diplomas will not be authorized for students who have not paid College charges or have not returned all books belonging to the library.

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## **Commencement Requirement Policy**

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Students must complete **all degree requirements** in order to participate in the June commencement ceremony. Students who do not complete all degree requirements prior to the date by which their requirements are due will not be eligible to participate in that year's ceremony, but will be eligible to participate in the next June commencement following completion of all requirements.

Students will receive their diplomas during the commencement ceremony. Students who are unable to attend the ceremony will receive diplomas through the mail. All students will have access to a digital copy of their diploma.

Students who complete their requirements in fall semester or January semester will be invited to celebrate their accomplishment and receive their degree during the annual Commencement ceremony the **following** June.

Our transcript includes a statement that confirms completion of degree requirements. In addition, the Registrar can provide a letter stating completion of requirements and the scheduled conferral date for any student needing documentation prior to the next June commencement.

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## **Graduation with Distinction (Latin Honors)**

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

35% of the graduating class – Bachelor of Arts cum laude or higher

15% of the graduating class – Bachelor of Arts magna cum laude or higher

2% of the graduating class – Bachelor of Arts summa cum laude

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## **Winter Study**

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

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

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## Student Records

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

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

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

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

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

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

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

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

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

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

Under FERPA, Williams College may, at the College's discretion, release personally identifiable information from education records without the student's prior consent in certain specified circumstances, including but not limited to:

- Disclosure to school officials with legitimate educational interests. "School officials" are Williams College employees in administrative, supervisory, academic or support staff positions; Williams College trustees; individuals and companies with whom the College has contracted to perform institutional services and functions, such as attorneys, auditors, consultants, volunteers, and collection agencies. School officials have a "legitimate educational interest" if they need to review an education record in order to fulfill their professional responsibilities;
- Disclosure to organizations involved in awarding financial aid;
- Disclosure to parents of financially dependent (see [Parental Notification Policy](#));
- Disclosure to parents or legal guardians of students under twenty-one years of age regarding information about violations of college drug and alcohol policies;
- Disclosure to comply with a judicial order or subpoena (after making a reasonable effort to notify the student in advance of compliance so that the student can take protective action). An exception to this notification requirement exists if the subpoena is issued by a federal grand jury or for other law enforcement purposes and the requesting agency specifically ordered that the existence of the subpoena is not to be disclosed;
- Disclosure to appropriate parties in a health or safety emergency, in order to protect the health or safety of the student or other individuals; and
- Disclosure of the results of final student disciplinary proceedings to victims of violent crimes or sexual offenses.

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

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

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

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

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

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

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

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

#### **Record Retention**

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- Records that document the academic progress of matriculated students: This series may include but is not limited to high school and other college transcripts, admission applications, major and concentration declaration forms, independent study petitions, summer school and study away petitions, petitions for exceptions to College academic policies, applications for withdrawal from the College, and transfer admissions to the College. These types of records are retained for **five years** from last enrollment.

- Records related to grades: Paper/email submissions of grades and grading changes, reports of unsatisfactory grades, pass/fail designations, fifth course options, withdrawal with W grade forms, and audit validation forms are retained for **seven years** beyond end of pertinent term.
- Official transcript at the time of graduation is a **permanent** record.

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## Parental Notification Policy

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

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

## Notice of a Student's Academic Standing

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

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

## Notice of a Student's Disciplinary/Conduct Standing

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

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

### **Notice of a Student's Health/Welfare Standing**

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

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

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

### **Health and Counseling Records**

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

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

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# Academic Resources

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 [catalog.williams.edu/academic-resources](https://catalog.williams.edu/academic-resources)

## Academic Support Areas and Opportunities

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Williams aims to support students' academic and intellectual exploration by helping all students take advantage of the curriculum inside and outside the classroom. With this in mind, we offer a vast array of academic resources such as [the Writing Center](#), [course-specific peer tutoring](#), quantitative skills support, and [accessible education services](#). We also encourage students to pursue opportunities outside the classroom. Students can travel during [Winter Study](#) or [study away](#), [intern within the Berkshires](#), and apply for various national and international [fellowships](#).

## '68 Center for Career Exploration

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

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

Student can also connect directly with over 4,700 alumni through our mentoring community, [EphLink!](#) Every Eph here has raised their hand to help!

The '68 Center has ~300 employer partners that connect with Williams students via virtual or on campus events throughout the academic year. We offer an extensive [database of curated internships and jobs](#), summer internship funding, and [resume/interview support](#). Internship funding is available through our [Alumni Sponsored Internship Program \(ASIP\)](#) for currently enrolled first-years, sophomores, and juniors participating in an unpaid or limited stipend full-time summer internship. This Program enables students to perform a public service to these organizations and work on special projects with an opportunity to gain experience, explore career fields, develop skills, and build a network.

For more information visit the ['68 Center for Career Exploration site](#).

## Graduate Study and Professional Careers

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

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

## Religious Study

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

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

# Senior Staff

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# Faculty

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The [Williams Directory](#) can provide additional information about faculty.

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- Tomas Adalsteinsson, Assistant Professor of Physical Education and Head Women's Golf Coach; 2011, M.A., John F. Kennedy University
- Colin C. Adams, Thomas T. Read Professor of Mathematics; 1978, B.S., Massachusetts Institute of Technology, 1983, Ph.D., University of Wisconsin, Madison
- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; 2010, M.A., Stanford University, 2010, B.A., Stanford University, 2017, Ph.D., Duke University; affiliated with: Anthropology and Sociology
- Efrain Agosto, Visiting Professor of Latinx Studies and Religion; 1977, B.A., Columbia University, 1982, M.Div., Gordon-Conwell Theological Seminary, 1996, Ph.D., Boston University; affiliated with: Latina/o Studies Program
- Jeannie R Albrecht, Professor of Computer Science; 2001, B.S., Gettysburg College, 2003, M.S., Duke University, 2007, Ph.D., University of California, San Diego
- Cecilia Aldarondo, Assistant Professor of Art; 2012, Ph.D., University of Minnesota; on leave Fall 2022
- Laylah Ali, Art Department Co-Chair & Chair of Studio Art, Francis Christopher Oakley Third Century Professor of Art, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; 1991, B.A., Williams College, 1994, M.F.A., Washington University in St. Louis; affiliated with: The Davis Center, InstDiversity,Equity&Inclusion
- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble; 1998, B.M., Hartt School, University of Hartford, 2004, M.M., State University of NY, Purchase Conservatory
- Sarah M. Allen, Chair and Associate Professor of Comparative Literature; 1992, A.B., Harvard University, 1996, M.A., University of Michigan, 2003, Ph.D., Harvard University
- Hilton Als, Robert Sterling Clark Visiting Professor of Art History
- Alex A. Apotsos, Lecturer in Geosciences; 1999, B.S., Duke University, 2007, Ph.D., Massachusetts Institute of Technology

- Michelle M. Apotsos, Art Department Co-Chair & Chair of Art History, Associate Professor of Art; 1999, B.A., University of North Carolina, Chapel Hill, 2005, M.F.A., University of Arkansas, Fayetteville, 2006, M.A., Tufts University, 2013, Ph.D., Stanford University
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- Quamrul H. Ashraf, Halvorsen Professor for Distinguished Teaching and Research of Economics; 1999, B.A., Trinity College, 2004, M.A., Brown University, 2009, Ph.D., Brown University
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- Stefan B. Aune, Visiting Assistant Professor of American Studies; 2011, B.A., Macalester College, 2014, M.A., University of Michigan, 2019, Ph.D., University of Michigan
- Robert E. Baker-White, Professor of Theatre; 1980, B.A., Williams College, 1983, M.F.A., University of Washington, 1990, Ph.D., Stanford University
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- Bill Barrale, Assistant Professor of Physical Education, Head Baseball Coach; 1994, B.S., Northeastern University, 2004, M.A., Rowan University
- Ethan M. Barron, Assistant Professor of Physical Education, Head Men's Track & Field Coach; 2001, B.A., Tufts University, 2005, M.Ed., Middlebury College
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- Stephen N. Freund, Chair and A. Barton Hepburn Professor of Computer Science; 1995, B.S., Stanford University, 1998, M.S., Stanford University, 2000, Ph.D., Stanford University
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- Alexandra Garbarini, Charles R. Keller Professor of History; 1994, B.A., Williams College, 1997, M.A., University of California, Los Angeles, 2003, Ph.D., University of California, Los Angeles; on leave 2022-2023
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- Ana C. Gonzalez-Nayeck, Visiting Assistant Professor of Geosciences; 2016, B.A., Columbia University, 2019, M.S., Harvard University, 2022, Ph.D., Harvard University
- Marc Gottlieb, Halvorsen Director of the Graduate Program in Art History; 1980, B.A., University of Toronto, 1984, M.A., Johns Hopkins University, 1990, Ph.D., Johns Hopkins University; affiliated with: Art Department; on leave Fall 2022
- Daniel R. Greenberg, Assistant Professor of Physical Education and Head Coach of Men's Tennis; 2013, M.Ed., Massachusetts College of Liberal Arts
- Marshall Green, Assistant Professor of Women's, Gender and Sexuality Studies; 2007, B.A., Williams College, 2011, M.A., University of Southern California, 2014, Ph.D., University of Southern California
- Kerry-Ann Green, Assistant Professor of Chemistry; 2006, B.Sc., The University of the West Indies, Mona, 2013, D.Phil, The University of the West Indies, Mona, 2020, Postdoctoral Fellow at, West Virginia University
- Brandon Gruver, Visiting Instructor in Physical Education

- Allison Guess, Assistant Professor of Africana Studies; 2011, B.A., University of Pittsburgh, 2020, M.Phil., The Graduate Center, CUNY, 2021, Ph.D., The Graduate Center, CUNY
- Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Music Ensemble
- Cynthia Guo, Visiting Assistant Professor of Psychology; 2016, B.A., University of California, Los Angeles, 2018, M.A., Emory University, 2022, Ph.D., Emory University
- Katie Gutierrez, Gaius Charles Bolin Fellow in Economics; 2016, B.A., University of New Mexico, 2018, M.A., University of New Mexico
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; 1988, B.A., Harvard University, 1995, M.A., Harvard University, 1998, Ph.D., Harvard University; affiliated with: Anthropology and Sociology
- Farid Hafez, Class of 1955 Visiting Professor of International Studies; 2006, M.A., University of Vienna, 2008, M.Sc., Danube University Krems & Alpen Adria University Klagenfurt, 2009, Ph.D., University of Vienna, 2019, Priv.-Do, University of Salzburg
- Shoghig M. Halajian, Visiting Lecturer in Art; 2003, B.A., University of California, Los Angeles, 2011, M.A., California Institute of the Arts
- Catherine Robinson Hall, Associate Professor at Williams-Mystic; 1985, B.A., University of Rhode Island, 1989, J.D., Vermont Law School; affiliated with: Maritime Studies Program
- Amie A. Hane, Professor of Psychology, Chair of Public Health Program; 1996, B.A., University of Maryland, 1999, M.A., University of Maryland, 2002, Ph.D., University of Maryland; affiliated with: Neuroscience Program, Public Health Program
- Aroline Hanson, Visiting Assistant Professor of Spanish; 2001, B.A., Tufts University, 2005, M.A., Middlebury College, 2009, M.A., Pennsylvania State University, 2012, Ph.D., Pennsylvania State University
- Asa M. Hansson, STINT - Research Scholar; 1993, B.A., Lund University, 2001, Ph.D., Lund University
- Pamela E. Harris, Associate Professor of Mathematics; 2005, B.S., Marquette University, 2008, M.S., University of Wisconsin, Milwaukee, 2012, Ph.D., University of Wisconsin, Milwaukee; on leave 2022-2023
- Katie M. Hart, Assistant Professor of Chemistry; 2004, B.S., Haverford College, 2013, Ph.D., University of California, Berkeley; on leave Fall 2022
- Guy M. Hedreen, Amos Lawrence Professor of Art; 1981, B.A., Pomona College, 1983, M.A., Bryn Mawr College, 1988, Ph.D., Bryn Mawr College; on leave 2022-2023
- Kris Herman, Assistant Professor of Physical Education, Head Softball Coach; 1986, B.A., Tufts University, 1989, M.A., Tufts University
- Andrew T. Hessler, Visiting Assistant Professor of Economics; 2014, B.A., State University of New York College at Geneseo, 2017, M.A., North Carolina State University, 2022, Ph.D., North Carolina State University

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- Bethany Hicok, Lecturer in English; 1980, B.A., Russell Sage College, 1990, M.A.T., University of Rochester, 1992, M.A., University of Rochester, 1996, Ph.D., University of Rochester; affiliated with: Women, Gender & Sexuality Study
- Jacqueline Hidalgo, Professor of Latina/o/x Studies and Religion, Director of Oakley Center for Humanities & Social Sciences; 2000, B.A., Columbia University, 2003, M.A., Union Theological Seminary, 2010, Ph.D., Claremont Graduate University; affiliated with: Latina/o Studies Program, Religion Department; on leave Fall 2022
- Josh D. Hillman, Lecturer in Physical Education and Head Men's Golf Coach; 2000, B.A., University of Rhode Island
- Alan Hirsch, Lecturer in Humanities, Chair of Justice and Law Studies; 1981, B.A., Amherst College, 1985, J.D., Yale University; affiliated with: Justice and Law
- Marjorie W. Hirsch, Class of 1924 Professor of Music; 1982, B.A., Yale University, 1985, M.Phil., Yale University, 1989, Ph.D., Yale University; on leave Fall 2022
- Nate D. Hoey, Assistant Professor of Physical Education, Head Women's Track & Field Coach; 2000, B.S., Slippery Rock College
- Cynthia K. Holland, Assistant Professor of Biology; 2018, Ph.D., Washington University
- Amy S. Holzapfel, Professor of Theatre; 1996, B.A., Brown University, 2001, M.F.A., Yale School of Drama, 2006, D.F.A., Yale School of Drama; on leave Fall 2022
- Kiaran Honderich, Lecturer in Women's, Gender and Sexuality Studies; 1983, B.A., Oxford University, 1984, M.A., Columbia University, 1991, Ph.D., University of Massachusetts, Amherst; affiliated with: Public Health Program
- Scott D. Honecker, Assistant Professor of Physical Education and Head Coach of Wrestling; 2010, B.S., East Carolina University
- Mark Hopkins, Assistant Professor of Computer Science; 2000, B.A., University of California, Berkeley, 2005, Ph.D., University of California, Los Angeles
- Catherine N. Howe, Lecturer in Art; 1997, B.A., Barnard College, 2005, M.A., University of California, Santa Barbara, 2012, Ph.D., University of California, Santa Barbara
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; 1998, B.A., Columbia University, 2003, M.A., University of California, Los Angeles, 2009, Ph.D., University of California, Los Angeles; affiliated with: Anthropology and Sociology
- Iris Howley, Assistant Professor of Computer Science; 2008, B.S., Drexel University, 2012, Ph.D., Carnegie Mellon University
- Michael H. Ihde, Visiting Assistant Professor of Chemistry; 2011, B.A., City University of New York - Queens College, 2021, Ph.D., University of Alabama
- Jeffrey I. Israel, Chair and Associate Professor of Religion; 1999, B.A., Oberlin College, 2001, M.A., University of Chicago, 2011, Ph.D., University of Chicago

- Galen E Jackson, Assistant Professor of Political Science; 2009, B.A., Williams College, 2010, M.A., University of Chicago, 2016, Ph.D., University of California, Los Angeles
- Frank Jackson, Visiting Assistant Professor of Art; 1984, B.F.A., Virginia Commonwealth University, 1990, M.F.A., University of California, Davis
- Sarah A. Jacobson, Professor of Economics; 1998, B.S., Harvey Mudd College, 2005, M.A., Georgia State University, 2010, Ph.D., Georgia State University
- Pamela Jakiela, Associate Professor of Economics; 1999, B.A., University of Michigan, 2000, M.Sc., London School of Economics, 2008, Ph.D., University of California, Berkeley
- Joy A. James, Ebenezer Fitch Professor of Humanities; 1980, B.A., St. Mary's University, San Antonio, 1982, M.A., Fordham University, 1987, Ph.D., Fordham University; affiliated with: Political Science Department
- Bill K. Jannen, Assistant Professor of Computer Science; 2009, B.A., Williams College, 2017, Ph.D., Stony Brook University
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; 2008, B.A., Williams College, 2014, Ph.D., University of Michigan, Ann Arbor; affiliated with: Physics Department; on leave 2022-2023
- Katharine E. Jensen, Assistant Professor of Physics; 2004, A.B., Princeton University, 2013, Ph.D., Harvard University
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science; 1979, B.A., Dartmouth College, 1986, Ph.D., University of Michigan
- Stewart D. Johnson, Professor of Mathematics; 1979, B.A., Fort Lewis College, 1985, Ph.D., Stanford University; on leave Spring 2023
- Peter Just, Professor of Anthropology; 1972, B.A., University of Chicago, 1979, M.A., University of Pennsylvania, 1986, Ph.D., University of Pennsylvania
- Shinko Kagaya, Professor of Japanese; 1989, B.A., Aoyama Gakuin University, 1991, M.A., Ohio State University, 1999, Ph.D., Ohio State University
- William Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach; 1982, B.A., University of Vermont, 1994, M.Ed., Massachusetts College of Liberal Arts
- Aparna Kapadia, Associate Professor of History; 1998, B.A., St. Xavier's College, Mumbai University, 2001, M.A., Jawaharlal Nehru University, 2005, M.Phil., Jawaharlal Nehru University, 2010, Ph.D., University of London
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- John E. Kleiner, Professor of English; 1983, B.A., Amherst College, 1985, M.S., Cornell University, 1988, M.A., Stanford University, 1991, Ph.D., Stanford University; on leave Fall 2022
- Bernhard Klingenberg, Professor of Statistics; 1996, B.A., Technical University, Graz, Austria, 1998, M.S., Technical University, Graz, Austria, 2004, Ph.D., University of Florida; on leave 2022-2023
- Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History; 1972, B.A., Oberlin College, 1975, M.A., University of Minnesota, 1983, Ph.D., University of Minnesota, 1984, Graduate, Cincinnati Psychoanalytic Institute; on leave 2022-2023
- Christophe A. Koné, Associate Professor of German; 2006, M.A., Université Lumière Lyon 2, 2013, Ph.D., Rutgers University; affiliated with: InstDiversity,Equity&Inclusion; on leave Fall 2022
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; 1996, B.A., Reed College, 2001, M.A., Columbia University, 2005, Ph.D., Columbia University; affiliated with: Cognitive Science Program
- Cornelius C. Kubler, Stanfield Professor of Asian Studies; 1972, B.A., Cornell University, 1975, M.A., Cornell University, 1978, M.A., National Taiwan University, 1981, Ph.D., Cornell University
- Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony; 1992, M.M., J. Paderewski Conservatory of Music, Poland, 1994, M.M., University of Massachusetts, Amherst, 1998, A.D., New England Conservatory, Boston
- Steven Kuster, Assistant Professor of Physical Education and Head Swim Coach; 1993, B.A., University of Pennsylvania, 1999, M.Ed., Harvard University

- Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics; 1982, B.A., University of California, Berkeley, 1989, Ph.D., Harvard University; on leave Fall 2022
- Sara LaLumia, Professor of Economics; 2000, B.A., Youngstown State University, 2006, Ph.D., University of Michigan
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; 1995, B.S., University of Kansas, 2002, Ph.D., University of California, Los Angeles; affiliated with: Neuroscience Program
- Preea Leelah, Assistant Professor of French; 2002, B.A., Concordia College, 2004, M.A., University of Wisconsin, Madison, 2012, Ph.D., University of Wisconsin, Madison
- Alice Lee, Assistant Professor of Physical Education and Head Women's Lacrosse Coach; 2009, B.S., Central Connecticut State University, 2015, M.S., University of Massachusetts, Amherst
- Joel Lee, Associate Professor of Anthropology; 1998, B.A., Kenyon College, 2008, M.A., Columbia University, 2015, Ph.D., Columbia University
- Anna C. Lenti, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music; 2011, B.M., Eastman School of Music, University of Rochester, 2013, M.M., Westminster Choir College, 2022, D.M.A., Eastman School of Music
- Kathryn E Levine, Visiting Assistant Professor of French; 2007, B.A., Mount Holyoke College, 2011, M.A., University of California, Berkeley, 2019, Ph.D., University of California, Berkeley
- Zafi Levy, Assistant Professor of Physical Education and Head Squash Coach; 2001, B.A., Williams College
- Abram J. Lewis, Visiting Assistant Professor of Women's, Gender and Sexuality Studies; 2006, B.A., Columbia University, 2015, Ph.D., University of Minnesota
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History; 1980, B.A., Haverford College, 1989, Ph.D., University of Pennsylvania
- Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club; 1980, B.S., Springfield College, 1985, M.Ed., Springfield College
- John K. Limon, John Hawley Roberts Professor of English; 1974, B.A., Harvard University, 1981, Ph.D., University of California, Berkeley
- Rob Livingstone, Lecturer in Physical Education, Head Strength and Conditioning Coach; 2000, B.S., Jacksonville State University
- David W. Loehlin, Assistant Professor of Biology; 2003, A.B., University of Chicago, 2011, Ph.D., University of Rochester
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics; 1989, B.A., Bethel College, 1989, B.S., Bethel College, 1994, Ph.D., University of Texas
- Gretchen Long, Dean of the College, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; 1989, B.A., Wesleyan University, 1994, M.A., University of Chicago, 2003, Ph.D., University of Chicago; affiliated with: History Department
- David A. Love, Class of 1969 Professor of Economics; 1996, B.A., University of Michigan, 1998, M.A., Yale University, 2003, Ph.D., Yale University; on leave 2022-2023

- Peter D. Low, Professor of Art; 1994, B.A., University of Toronto, 1995, M.A., Johns Hopkins University, 2001, Ph.D., Johns Hopkins University
- Carlos Macías Prieto, Assistant Professor of Spanish and Faculty Affiliate in Latina/o Studies; 2007, B.A., University of California, Berkeley, 2011, M.A., Purdue University, 2020, Ph.D., University of California, Berkeley; affiliated with: Latina/o Studies Program
- Michael D. MacDonald, Frederick L. Schuman Professor of International Relations; 1972, B.A., University of California, Berkeley, 1974, M.A., University of California, Berkeley, 1983, Ph.D., University of California, Berkeley
- Jenna MacIntire, Lecturer in Chemistry; 1992, B.A., University of Vermont
- James E. Mahon, Woodrow Wilson Professor of Political Science; 1977, B.A., Dartmouth College, 1983, M.A., University of California, Berkeley, 1989, Ph.D., University of California, Berkeley
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy; 1982, B.S., Yale University, 1989, Ph.D., Harvard University
- Marc Mandel, Assistant Professor of Physical Education and Head Men's Crew Coach; 1998, B.A., Northwestern University, 2012, M.B.A., Georgetown University
- Maud Mandel, President, Professor of History; 1989, B.A., Oberlin College, 1993, A.M., University of Michigan, 1998, Ph.D., University of Michigan; affiliated with: History Department
- Nicholas R Mangialardi, Visiting Assistant Professor of Arabic Studies; 2011, B.A., University of Illinois Urbana-Champaign, 2013, M.A., Ohio State University, 2020, Ph.D., Georgetown University; affiliated with: Music Department
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; 1995, B.A., Tulane University, 2002, Ph.D., Brown University; affiliated with: Religion Department, Anthropology and Sociology
- Rhon S. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Religion; 1999, A.B., Duke University, 2002, M.Div., Emory University, 2007, Ph.D., Emory University
- Patricia Manning, Assistant Professor of Physical Education and Head Women's Basketball Coach; 1977, B.S., State University of New York, Cortland, 1981, M.S., State University of New York, Cortland, 1988, M.S., Smith College
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; 1999, B.S., Universidade Federal do Rio de Janeiro, 2001, M.S., Universidade Federal do Rio de Janeiro, 2008, Ph.D., Cornell University; affiliated with: Biochemistry&Molecular Bio Pgr
- Brian Martin, Professor of French and Comparative Literature; 1993, A.B., Harvard University, 1996, M.A., University of California, Los Angeles, 1999, A.M., Harvard University, 2003, Ph.D., Harvard University; on leave 2022-2023
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; 2006, S.B., Brown University, 2010, M.S., Cornell University, 2015, Ph.D., Cornell University; affiliated with: History Department

- Martha Marvin, Lecturer in Neuroscience; 1984, B.A., University of California, Berkeley, 1995, Ph.D., Massachusetts Institute of Technology
- James McAllister, Fred Greene Third Century Professor of Political Science; 1986, B.A., State University of New York, Buffalo, 1989, M.A., Columbia University, 1999, Ph.D., Columbia University; affiliated with: Leadership Studies Program; on leave 2022-2023
- Samuel McCauley, Assistant Professor of Computer Science; 2010, B.S., Tufts University, 2016, Ph.D., Stony Brook University; on leave 2022-2023
- AnneMarie McClain, Visiting Assistant Professor of Education and Africana Studies; 2009, B.A., Williams College, 2011, M.S., Hunter College of the City University of New York, 2014, Ed.M., Harvard University, 2020, M.A., University of Wisconsin, Madison, 2022, Ph.D., University of Wisconsin, Madison
- George McCormack, Assistant Professor of Physical Education, Head Men's Lacrosse Coach; 1987, B.S., Ithaca College, 2007, M.Ed., Boston University
- Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach; 2002, B.S., Ithaca College
- Elizabeth P. McGowan, Robert Sterling Clark Professor of Art; 1979, B.A., Princeton University, 1981, M.A., New York University Institute of Fine Arts, 1983, Ph.D., New York University Institute of Fine Arts; on leave 2022-2023
- Amber J McHugh, Assistant Professor of Physical Education and Head Alpine Ski Coach; 2003, B.S., Saint Michael's College, 2021, M.Sc., Edith Cowan University
- Keith E. McPartland, Associate Professor of Philosophy; 1994, B.A., Rutgers University, 1998, M.A., Cornell University, 2007, Ph.D., Cornell University
- Jennifer McQuaid, Visiting Lecturer in Psychology; 1993, B.A., Williams College, 1997, M.A., Tufts University, 2005, Ph.D., Columbia University
- Gage C. McWeeny, Professor of English; 1993, B.A., Columbia University, 1998, M.A., Princeton University, 2003, Ph.D., Princeton University; on leave 2022-2023
- Brittany Meché, Assistant Professor of Environmental Studies; 2010, B.A., New York University, 2014, M.A., The New School, 2020, Ph.D., University of California, Berkeley
- Lisa Melendy, Chair, Director of Athletics and Assistant Professor in Physical Education; 1982, A.B., Smith College, 1985, M.S., University of Massachusetts, Amherst
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; 1992, B.A., Vassar College, 2003, Ph.D., University of Texas at Austin; affiliated with: Leadership Studies Program
- Kobena Mercer, Robert Sterling Clark Visiting Professor of Art History; 1981, B.A., Saint Martin's School of Art, London, 1990, Ph.D., Goldsmiths' College, University of London
- Karen R. Merrill, Professor of History; 1986, B.A., Oberlin College, 1988, M.A., University of Denver, 1994, Ph.D., University of Michigan
- Ramon R. Mignott, Lecturer in Physical Education and Assistant Football Coach; 2012, B.S., Saint Lawrence University

- Carolyn D. Miles, Assistant Professor of Physical Education and Associate Director/Student Athlete Services; 1998, B.S., University of New Hampshire, 2008, M.S., Columbia University
- Steven J. Miller, Professor of Mathematics; 1996, B.S., Yale University, 1998, M.A., Princeton University, 2002, Ph.D., Princeton University
- Marion Min-Barron, Lecturer; 2002, B.A., Middlebury College, 2010, M.S., Tufts Friedman School of Nutrition Science & Policy, 2010, M.P.H., Tufts School of Medicine, 2016, Ph.D., Tufts Friedman School of Nutrition Science & Policy
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; 2000, B.S., Illinois State University, 2001, M.S., Illinois State University, 2007, M.A., University of Chicago, 2012, Ph.D., Northwestern University; affiliated with: Anthropology and Sociology
- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; 1984, B.A., University of Belgrade, 1987, M.A., McGill University, 1996, Ph.D., University of California, Berkeley; affiliated with: Williams-Exeter Prg at Oxford
- Michele Monserrati, Visiting Assistant Professor of Romance Languages and Comparative Literature; 2009, M.A., Rutgers University, 2012, Ph.D., Rutgers University; affiliated with: Comparative Literature Program
- Steve A Monsulick, Visiting Assistant Professor of Physical Education and Head Nordic Ski Coach; 2007, B.S., Bates College, 2014, M.S., University of New Hampshire
- Peter J. Montiel, Fairleigh S. Dickinson, Jr. '41 Professor of Economics; 1973, B.A., Yale University, 1973, Ph.D., Massachusetts Institute of Technology
- Shannon Moore, Visiting Assistant Professor of Psychology; 2000, B.S., Georgia Institute of Technology, 2008, Ph.D., Northwestern University
- Manuel A. Morales, Professor of Biology; 1994, A.B., Kenyon College, 1999, Ph.D., University of Connecticut; on leave Fall 2022
- Ralph E. Morrison, Associate Professor of Mathematics; 2010, B.A., Williams College, 2015, Ph.D., University of California, Berkeley
- Masooma Mukhtari, Visiting Schumann Fellow and Lecturer in Women's, Gender, and Sexuality Studies
- Murad K. Mumtaz, Assistant Professor of Art; 2004, B.F.A., National College of Arts, 2010, M.F.A., Columbia University, 2018, Ph.D., University of Virginia
- Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika; 2004, B.A., University of Zimbabwe, 2008, M.M., University of Idaho, 2012, Ph.D., University of Alberta
- Steven E. Nafziger, Professor of Economics; 2000, B.A., Northwestern University, 2002, M.A., Yale University, 2003, M.Phil., Yale University, 2006, Ph.D., Yale University
- Lama Nassif, Associate Professor of Arabic Studies; 1994, B.A., Damascus University, 2007, M.A., Middlebury Institute of International Studies at Monterey, 2014, Ph.D., University of Texas, Austin; affiliated with: Comparative Literature Program; on leave 2022-2023

- Eli Nelson, Assistant Professor of American Studies; 2012, B.A., Shimer College, 2013, M.A., Harvard University, 2018, Ph.D., Harvard University; on leave 2022-2023
- Gail M. Newman, Chair of Center for Global Languages, Literatures & Cultures and Harold J. Henry Professor of German; 1976, B.A., Northwestern University, 1981, M.A., University of Minnesota, 1984, Ph.D., University of Minnesota
- Shaoyang Ning, Assistant Professor of Statistics; 2013, B.S., Peking University, 2018, Ph.D., Harvard University; on leave 2022-2023
- Nimu Njoya, Lecturer in Political Science; 2002, B.A., Macalester College, 2004, M.A., University of Amsterdam, 2010, Ph.D., Rutgers University
- James L. Nolan, Washington Gladden 1859 Professor of Sociology; 1984, B.A., University of California, Davis, 1992, M.A., University of Virginia, 1995, Ph.D., University of Virginia; on leave 2022-2023
- Christopher M. B. Nugent, Professor of Chinese; 1991, B.A., Brown University, 2004, Ph.D., Harvard University
- Will Olney, Professor of Economics; 2002, B.A., Wesleyan University, 2010, Ph.D., University of Colorado
- Sarah E. Olsen, Assistant Professor of Classics; 2008, B.A., Wellesley College, 2010, M.A., University of California, Berkeley, 2016, Ph.D., University of California, Berkeley
- Benjamin S. Ory, Visiting Assistant Professor of Music; 2014, A.B., Harvard University, 2022, Ph.D., Stanford University
- James Owens, Visiting Lecturer in Political Science; 1990, B.A., Columbia College, 2009, M.A., University of Illinois Chicago
- Owen Ozier, Associate Professor of Economics; 1999, S.B., Massachusetts Institute of Technology, 1999, M.Eng., Massachusetts Institute of Technology, 2010, Ph.D., University of California, Berkeley
- Allison Pacelli, Professor of Mathematics; 1997, B.S., Union College, 2003, Ph.D., Brown University; on leave 2022-2023
- ZZ Packer, Margaret Bundy Scott Distinguished Visiting Professor; 1994, B.A., Yale University, 1995, M.A., Johns Hopkins University, 1999, M.F.A., University of Iowa
- Jan Padios, Chair and Associate Professor of the American Studies Program; 2001, B.A., Columbia University, 2005, M.A., New York University, 2012, Ph.D., New York University, 2021, M.F.A., Randolph College
- Janine Parker, Artist-in-Residence in Dance
- Lee Y. Park, Chair and William R. Kenan, Jr. Professor of Chemistry; 1986, B.A., Wellesley College, 1992, Ph.D., Massachusetts Institute of Technology; on leave Spring 2023
- Jay M. Pasachoff, Chair and Field Memorial Professor of Astronomy, Director of the Hopkins Observatory; 1963, A.B., Harvard University, 1965, A.M., Harvard University, 1969, Ph.D., Harvard University, 1970, Postdoctoral Research at, Harvard College Observatory, 1972, Postdoctoral Research at, Caltech/Hale Observatories
- Joel S. Pattison, Assistant Professor of History; 2009, B.A., Yale University, 2010, M.Phil., University of Cambridge, 2019, Ph.D., University of California, Berkeley,

- Darel E. Paul, Professor of Political Science, Chair of Political Economy Program; 1990, B.A., University of Minnesota, 1994, M.A., George Washington University, 2000, Ph.D., University of Minnesota; affiliated with: Political Economy Program
- Enrique Peacock-López, Halford R Clark Professor of Natural Sciences; 1974, B.S., Universidad Nacional Autonoma de Mexico, 1976, M.S., University of California, Riverside, 1982, Ph.D., University of California, San Diego
- Lori A. Pedersen, Lecturer in Mathematics; 1982, B.A., The College of Wooster, 1985, M.A., Brown University
- Julie Pedroni, Lecturer in Philosophy; 1986, B.A., Wells College, 1999, Ph.D., Georgetown University; affiliated with: Ctr-Environmental Studies
- Peter L. Pedroni, William Brough Professor of Economics; 1986, B.A., Miami University, 1993, M.A., Columbia University, 1993, Ph.D., Columbia University
- Ileana Perez Velazquez, Professor of Music; 1989, B.M., Higher Institute of Arts, 1995, M.A., Dartmouth College, 1999, D.M.A., Indiana University
- Keston K. Perry, Assistant Professor of Africana Studies; 2010, B.A., University of the West Indies, 2013, M.Sc., Newcastle University Business School, 2017, Ph.D., School of Oriental and African Studies (SOAS), University of London
- James L. Pethica, Senior Lecturer in English and Theatre; 1980, B.A., Oxford University, 1987, Ph.D., Oxford University; affiliated with: Theatre Department; on leave Spring 2023
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- Alyssa Pheobus Mumtaz, Visiting Lecturer in Art; 2004, B.A., Yale University, 2008, M.F.A., Columbia University
- Katarzyna M. Pieprzak, Professor of Francophone Literature, French Language, and Comparative Literature, Chair of Arabic Studies; 1995, B.A., Rice University, 1998, M.A., University of Michigan, 2001, Ph.D., University of Michigan; affiliated with: Arabic Studies Department
- Shanti Pillai, Assistant Professor of Theatre; 1989, B.A., Stanford University, 1990, M.A., University of California, Berkeley, 2005, Ph.D., New York University
- Anna M. Plantinga, Assistant Professor of Statistics; 2013, B.S., Calvin College, 2018, Ph.D., University of Washington
- Amy D. Podmore, J. Kirk T. Varnedoe 1967 Professor of Art; 1982, B.S., State University of New York, Buffalo, 1987, M.F.A., University of California, Davis; on leave Fall 2022
- Emerson B. Powery, Croghan Bicentennial Professor in Biblical and Early Christian Studies; 1986, A.A., Miami Dade Community College, 1989, B.A., Lee University, 1992, M.Div., Princeton Theological Seminary, 1999, Ph.D., Duke University
- Daniel E. Prindle, Lecturer in Music; 2003, B.M., Berklee College of Music, 2011, M.M., University of Massachusetts, Amherst

- Tim J. Pusack, Assistant Professor at Williams-Mystic; 2005, B.A., Colgate University, 2013, Ph.D., Oregon State University
- Tim Pyper, Lecturer in Music, Artist Associate in Organ, Harpsichord and Piano and College Organist; 2003, B.M., Eastman School of Music, 2006, M.M., Eastman School of Music, 2010, M.A., Cornell University, 2011, D.M.A., Cornell University
- Shivani Radhakrishnan, Gaius Charles Bolin Fellow in the Department of Philosophy; 2011, B.A., Princeton University, 2013, B.Phil., Oxford University
- Ashok S. Rai, Professor of Economics; 1992, B.A., Stanford University, 1997, Ph.D., University of Chicago; on leave Fall 2022
- Neal J. Rappaport, Boskey Visiting Professor of Economics; 1994, Ph.D., Massachusetts Institute of Technology
- Sarah Rara, Assistant Professor of Art; 2005, B.A., Brown University, 2011, M.F.A., University of Southern California
- Bob Rawle, Assistant Professor of Chemistry; 2008, B.A., Pomona College, 2014, Ph.D., Stanford University
- Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football; 1998, M.A., Syracuse University
- Sarah E. Raymond, Assistant Professor of Physical Education and Head Women's Soccer Coach; 1991, B.A.S., Phillip Institute of Technology, 2003, M.C.S., Long Island University
- Anne Reinhardt, Professor of History and Chair of Asian Studies Program; 1990, B.A., Harvard University, 1994, M.A., University of California, Berkeley, 2002, Ph.D., Princeton University; affiliated with: Asian Studies Program
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; 1983, B.A., Wesleyan University, 1991, Ph.D., University of California, Santa Cruz; affiliated with: American Studies Program
- Bernard J. Rhie, Chair and Associate Professor of English; 1997, B.A., University of California, Berkeley, 2001, M.A., University of Pennsylvania, 2005, Ph.D., University of Pennsylvania
- Neil Roberts, Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; 1998, B.A., Brown University, 2003, M.A., University of Chicago, 2007, Ph.D., University of Chicago; affiliated with: Religion Department, Political Science Department; on leave 2022-2023
- Shivon A. Robinson, Assistant Professor of Psychology; 2011, B.A., Williams College, 2016, Ph.D., University of Pennsylvania; affiliated with: Neuroscience Program; on leave 2022-2023
- Nelly A. Rosario, Associate Professor of Latina/o Studies; 1994, S.B., Massachusetts Institute of Technology, 1998, M.F.A., Columbia University
- Shawn J. Rosenheim, Professor of English; 1985, B.A., Oberlin College, 1988, M.A., Yale University, 1993, Ph.D., Yale University

- Jennifer K. Rosenthal, Instructor in Chemistry; 1994, B.A., Bloomsburg University, 1995, M.Ed., East Stroudsburg University, 2011, Ph.D., State University of New York, Albany
- Sidney A. Rothstein, Assistant Professor of Political Science; 2009, B.A., Reed College, 2017, Ph.D., University of Pennsylvania
- Leyla Rouhi, Chair and Mary A. and William Wirt Warren Professor of Romance Languages; 1987, B.A., Oxford University, 1988, M.A., Harvard University, 1995, Ph.D., Harvard University
- Marketa Rulikova, Visiting Assistant Professor of Sociology; 1996, B.A., University of Pardubice, 1997, M.A., Central European University, 2001, Ph.D., Polish Academy of Science
- Sophie F. Saint-Just, Assistant Professor of French and Francophone Studies; 1991, B.A., La Sorbonne Nouvelle (Paris III), 1994, M.A., La Sorbonne Nouvelle (Paris III), 2004, M.Phil., City University of New York, 2013, Ph.D., City University of New York
- Michael Samson, Senior Lecturer in Economics; 1983, B.A., Yale University, 1994, Ph.D., Stanford University
- Barbara Samuels, Visiting Assistant Professor of Theatre; 2008, B.A., Fordham College at Lincoln Center, 2013, M.F.A., New York University Tisch School of the Arts
- Edgar Sandoval, Assistant Professor of Latina/o Studies; 2014, B.A., Dartmouth College, 2017, M.A., University of Washington, 2021, Ph.D., University of Washington
- Marlene J. Sandstrom, Hales Professor of Psychology; 1991, B.A., Yale University, 1993, M.A., Duke University, 1996, Ph.D., Duke University; on leave 2022-2023
- Noah J. Sandstrom, Chair and Professor of Psychology; 1994, B.A., Knox College, 1997, M.A., Duke University, 1999, Ph.D., Duke University; affiliated with: Neuroscience Program
- Omar A. Sangare, Chairperson and Professor of Theatre; 1993, M.F.A., The Theatre Academy, 2006, Ph.D., The Theatre Academy
- Robert M. Savage, Charles L. MacMillan Professor in Natural Sciences; 1987, B.A., Bowdoin College, 1993, Ph.D., Wesleyan University; on leave Fall 2022
- Kenneth K. Savitsky, Professor of Psychology; 1993, B.A., Indiana University, 1997, Ph.D., Cornell University
- Jana Sawicki, Morris Professor of Rhetoric; 1974, B.A., Sweet Briar College, 1978, M.A., Columbia University, 1983, Ph.D., Columbia University; on leave Fall 2022
- Ned G. Schaumberg, Assistant Professor at Williams-Mystic; 2009, B.A., Whitman College, 2012, M.A., University of Washington, 2018, Ph.D., University of Washington
- Lucie Schmidt, John J Gibson Professor of Economics; 1993, A.B., Smith College, 1997, M.A., University of Michigan, 2003, Ph.D., University of Michigan; on leave 2022-2023
- Pallavi Sen, Assistant Professor of Art; 2016, M.F.A., Virginia Commonwealth University; on leave 2022-2023

- Eun Young Seong, Visiting Assistant Professor of Japanese; 2008, B.A., Korea University, 2012, M.A., The University of Tokyo, 2019, Ph.D., University of California, Irvine
- Justin B. Shaddock, Associate Professor of Philosophy; 2004, B.A., University of Notre Dame, 2011, Ph.D., University of Chicago
- Cheryl Shanks, Professor of Political Science; 1983, B.A., University of California, Santa Cruz, 1988, M.A., University of Michigan, 1994, Ph.D., University of Michigan
- Kelly A. Shaw, Professor of Computer Science; 1997, B.S., Duke University, 2005, Ph.D., Stanford University
- James R. Shepard, J. Leland Miller Professor of American History, Literature, and Eloquence; 1978, B.A., Trinity College, 1980, M.F.A., Brown University; on leave Spring 2023
- Karen L. Shepard, Senior Lecturer in English; 1987, B.A., Williams College, 1992, M.F.A., University of Houston
- Stephen C. Sheppard, Class of 2012 Professor of Economics; 1977, B.S., University of Utah, 1979, M.A., Washington University, 1984, Ph.D., Washington University
- W. Anthony Sheppard, Marilyn & Arthur Levitt Professor of Music; 1991, B.A., Amherst College, 1993, M.F.A., Princeton University, 1996, Ph.D., Princeton University; on leave Spring 2023
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; 1996, B.A., Moscow State University, 1997, M.A., Central European University, 2002, Ph.D., University of Pennsylvania
- Viktor Shmagin, Visiting Assistant Professor of History; 2004, B.A., Oberlin College, 2010, M.A., University of California, Santa Barbara, 2016, Ph.D., University of California, Santa Barbara
- Lara D. Shore-Sheppard, Kimberly A. '96 and Robert R. '62 Henry Professor of Economics; 1991, B.A., Amherst College, 1993, M.A., Princeton University, 1996, Ph.D., Princeton University; on leave 2022-2023
- Steffen Siebert, Assistant Professor of Physical Education, Head Men's Soccer Coach; 2009, B.S., Missouri Valley College, 2010, M.Ed., Springfield College, 2017, Ed.D., Concordia University
- Cesar E. Silva, Hagey Family Professor of Mathematics; 1977, B.S., Catholic University of Peru, 1979, M.A., University of Rochester, 1984, Ph.D., University of Rochester; on leave 2022-2023
- Christina E. Simko, Associate Professor of Sociology; 2005, B.A., Bridgewater College, 2007, M.A., University of Virginia, 2013, Ph.D., University of Virginia; affiliated with: American Studies Program; on leave 2022-2023
- Shikha Singh, Assistant Professor of Computer Science; 2013, M.S., Indian Institute of Technology, 2018, Ph.D., Stony Brook University; on leave 2022-2023
- Eiko Maruko Siniawer, Provost, Class of 1955 Memorial Professor of History; 1997, B.A., Williams College, 1999, M.A., Harvard University, 2003, Ph.D., Harvard University; affiliated with: History Department, Asian Studies Program

- David L. Smith, John W Chandler Professor of English; 1974, B.A., New College, 1975, M.A., University of Chicago, 1980, Ph.D., University of Chicago
- Thomas E. Smith, J. Hodge Markgraf '52 Professor of Chemistry; 1988, B.A., Williams College, 1996, Ph.D., Stanford University, 1998, Postdoctoral Fellow at, Harvard University; on leave Fall 2022
- Ben Snyder, Assistant Professor of Sociology; 2003, B.A., Haverford College, 2007, M.A., University of Virginia, 2013, Ph.D., University of Virginia
- Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies; 2003, B.A., Haverford College, 2007, M.A., University of Virginia, 2011, Ph.D., University of Virginia
- Anita R. Sokolsky, Professor of English; 1974, B.A., Oberlin College, 1979, M.A., Cornell University, 1983, Ph.D., Cornell University
- Stefanie Solum, Professor of Art; 1991, B.A., University of Wisconsin, Madison, 1995, M.A., University of California, Berkeley, 2001, Ph.D., University of California, Berkeley
- Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano; 1967, B.M., Arizona State University, 1969, M.M., University of Southern California
- Tyran K. Steward, Assistant Professor of History; 2000, B.A., Morehouse College, 2009, M.A., Eastern Michigan University, 2013, Ph.D., Ohio State University
- Mihai Stoiciu, Professor of Mathematics; 2005, Ph.D., California Institute of Technology
- Jason Josephson Storm, Professor of Religion, Chair of Science & Technology Studies; 1999, B.A., Hampshire College, 2001, M.A., Harvard University, 2006, Ph.D., Stanford University; affiliated with: Science & Technology Studies
- Frederick W. Strauch, William Edward McElfresh Professor of Physics; 1998, B.S., Loyola College, 2004, Ph.D., University of Maryland, 2007, Postdoctoral Associate, National Institute of Standards and Technology; on leave 2022-2023
- Laura R. Strauch, Lecturer in Chemistry; 1999, B.S., Loyola College
- Catherine B. Stroud, Associate Professor of Psychology; 2002, B.A., University of Wisconsin, Madison, 2006, M.A., State University of New York, Stony Brook, 2009, Ph.D., State University of New York, Stony Brook
- Erin Sullivan, Assistant Professor of Physical Education, Director of Intramural Sports; 1996, B.A., Williams College, 2006, M.B.A., Western New England College
- Phi H. Su, Assistant Professor of Sociology; 2010, B.A., California State Polytechnic University, Pomona, 2012, M.A., University of California, Los Angeles, 2018, Ph.D., University of California, Los Angeles; affiliated with: Science & Technology Studies
- Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics; 1983, B.A., University of Delhi, 1985, M.A., Delhi School of Economics, 1993, Ph.D., Northwestern University; affiliated with: Ctr-Development Economics
- Steven J. Swoap, Howard B. Schow '50 and Nan W. Schow Professor of Biology; 1990, B.A., Trinity University, 1994, Ph.D., University of California, Irvine; on leave Fall 2022

- Munjulika R. Tarah, Assistant Professor of Dance; 2006, B.A., Randolph College, 2007, M.A., Northwestern University, 2013, Ph.D., Northwestern University; on leave 2022-2023
- Selamat D. Terrefe, Mellon Just Futures Fellow; 2001, B.A., University of California, Berkeley, 2006, M.A., New York University, 2010, M.A., University of California, Irvine, 2017, Ph.D., University of California, Irvine
- Owen Thompson, Associate Professor of Economics; 2005, B.A., Evergreen State College, 2013, Ph.D., University of Massachusetts, Amherst
- Paula E. Thoms, Assistant Professor of Physical Education and Head Coach of Women's Crew; 2007, B.A., Michigan State University
- Christian Thorne, Professor of English; 1995, B.A., Wesleyan University, 2001, Ph.D., Duke University
- Ben W. Thuronyi, Assistant Professor of Chemistry; 2007, B.A., Swarthmore College, 2015, Ph.D., University of California, Berkeley; on leave 2022-2023
- Stephen J. Tifft, Professor of English; 1975, B.A., Harvard University, 1976, M.A., Cornell University, 1984, Ph.D., Cornell University
- Claire S. Ting, Professor of Biology; 1986, B.A., Yale University, 1989, M.S., Cornell University, 1994, Ph.D., Cornell University
- Matthew Tokeshi, Assistant Professor of Political Science; 2006, B.A., University of California, Berkeley, 2012, M.A., Princeton University, 2016, Ph.D., Princeton University
- Chad M. Topaz, Professor of Complex Systems; 1996, A.B., Harvard University, 1997, M.S., Northwestern University, 2002, Ph.D., Northwestern University
- David R. Tucker-Smith, Halvorsen Professor for Distinguished Teaching and Research of Physics; 1995, B.A., Amherst College, 2001, Ph.D., University of California, Berkeley, 2003, Postdoctoral Associate, Massachusetts Institute of Technology; on leave Fall 2022
- Amanda K. Turek, Assistant Professor of Chemistry; 2009, B.S., University of Wisconsin, Madison, 2015, Ph.D., Harvard University, 2019, Postdoctoral Associate, Yale University; on leave 2022-2023
- Daniel B. Turek, Associate Professor of Statistics; 2003, B.S., Massachusetts Institute of Technology, 2003, B.S., Massachusetts Institute of Technology, 2004, M.Eng., Massachusetts Institute of Technology, 2013, Ph.D., University of Otago
- Damian Turner, Assistant Professor of Biology; 2004, B.S., Morgan State University, 2010, Ph.D., University of Connecticut Health Center; on leave Fall 2022
- Benjamin Twagira, Assistant Professor of History; 2000, B.A., La Roche College, 2008, M.A., University of Wisconsin-Madison, 2018, Ph.D., Boston University
- Elizabeth M. Upton, Assistant Professor of Statistics; 2007, B.S., University of New Hampshire, 2011, M.Ed., Harvard School of Education, 2019, Ph.D., Boston University
- Vincent van der Vinne, Visiting Assistant Professor of Biology; 2008, B.S., University of Groningen, 2010, M.Sc., University of Groningen, 2015, Ph.D., University of Groningen

- Janneke van de Stadt, Chair of German and Russian and Professor of Russian; 1988, B.A., Amherst College, 1994, M.A., University of Wisconsin, Madison, 2000, Ph.D., University of Wisconsin, Madison
- Emily Vasiliauskas, Associate Professor of English; 2007, A.B., Harvard University, 2008, M.Phil., University of Cambridge, Trinity College, 2009, M.A., Warburg Institute, 2015, Ph.D., Princeton University
- Tommy Verdell, Assistant Professor of Physical Education, Associate Athletic Director for Inclusion and Compliance; 2018, M.A., Concordia University Irvine
- Zachary Wadsworth, Associate Professor of Music; 2005, B.M., Eastman School of Music, University of Rochester, 2007, M.M., Yale University, 2012, D.M.A., Cornell University
- Vanessa Walker, Stanley Kaplan Distinguished Visiting Professor of American Foreign Policy; 2000, B.A., Whitman College, 2004, M.A., University of Wisconsin-Madison, 2011, Ph.D., University of Wisconsin-Madison
- Dorothy J. Wang, Professor of American Studies; 1985, B.A., Duke University, 1987, M.P.A., Princeton University, 1993, M.A., Johns Hopkins University, 1998, Ph.D., University of California, Berkeley; on leave 2022-2023
- Chris Waters, Hans W. Gatzke '38 Professor of Modern European History; 1977, B.A., California State University, Long Beach, 1979, M.A., Harvard University, 1985, Ph.D., Harvard University
- Tara E. Watson, Professor of Economics; 1996, B.A., Wesleyan University, 2003, Ph.D., Harvard University; on leave 2022-2023
- Elizabeth Iams Wellman, Stanley Kaplan Visiting Postdoctoral Fellow in the Department of Political Science and Leadership Studies Program; 2002, A.B., Duke University, 2010, M.A., University of Chicago, 2019, Ph.D., Yale University
- Brad Wells, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music; 1984, B.A., Principia College, 1986, M.M., University of Texas, Austin, 1998, M.M.A., Yale University, 2005, D.M.A., Yale University
- Erica Wessmann, Visiting Lecturer in Art; 2007, B.F.A., The Cooper Union, 2017, M.F.A., Yale University
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; 1985, B.A., Hampshire College, 1989, M.A., Rutgers University, 1994, Ph.D., Rutgers University; affiliated with: History Department
- Robert Wiesenberger, Lecturer in the Graduate Program in Art History; 2018, Ph.D., Columbia University
- Amanda R. Wilcox, Chair and Professor of Classics; 1996, B.A., Reed College, 1999, M.A., University of Pennsylvania, 2002, Ph.D., University of Pennsylvania
- Aaron M. Williams, Associate Professor of Computer Science; 2009, Ph.D., University of Victoria; on leave Spring 2023
- Heather Williams, William Dwight Whitney Professor of Biology; 1977, A.B., Bowdoin College, 1985, Ph.D., Rockefeller University; affiliated with: Neuroscience Program

- Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; 2006, B.A., Princeton University, 2009, M.A., Columbia University, 2012, Ph.D., Columbia University; affiliated with: Political Science Department
- Ricardo A Wilson, Assistant Professor of English; 2000, B.A., Brown University, 2015, Ph.D., University of Southern California
- Jennifer G. Winters, Visiting Assistant Professor of Physics; 2007, B.S., Georgia State University, 2012, M.S., Georgia State University, 2016, Ph.D., Georgia State University
- Saadia Yacoob, Assistant Professor of Religion; 2003, B.A., American University, 2007, M.A., McGill University, 2015, Ph.D., Duke University
- Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; 1980, B.A., Aoyama Gakuin University, 1985, M.A., Columbia University, 1994, M.A., Cornell University, 2000, Ph.D., Cornell University
- Li Yu, Chair of Asian Languages, Literatures, and Cultures and Professor of Chinese; 1994, B.A., East China Normal University, 1997, M.A., Ohio State University, 2003, Ph.D., Ohio State University
- Safa R. Zaki, Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Psychology; 1989, B.A., American University in Cairo, 1993, M.A., Arizona State University, 1996, Ph.D., Arizona State University; affiliated with: Psychology Department
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; 2008, B.A., University of California, Santa Cruz, 2012, M.A., University of Arizona, 2019, Ph.D., University of Arizona; affiliated with: History Department
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy; 1985, B.A., University of Toronto, 1987, M.A., Princeton University, 1992, Ph.D., Princeton University
- Jenna Zomback, Visiting Assistant Professor of Mathematics; 2017, B.S., State University of New York at Geneseo, 2018, M.S., University of Illinois at Urbana Champaign, 2022, Ph.D., University of Illinois at Urbana Champaign

## **Emeriti Faculty**

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Henry Art, Rosenburg Professor of Environmental Studies and Biology

Duane Bailey, A. Barton Hepburn Professor of Computer Science

Andrea Barrett, Senior Lecturer in English

Ilona Bell, Samuel Fessenden Clarke Professor of English

Robert Bell, Frederick Latimer Wells Professor of English

Ben Benedict, Senior Lecturer in Art

Roger Bolton, William Brough Professor of Economics

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

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

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

Lynda Bundtzen, Herbert H. Lehman Professor of English

Gerard Caprio, Visiting Professor of Economics

James Carlton, Professor of Marine Sciences

Stuart Crampton, Barclay Jermain Professor of Natural Philosophy

Andrew Crider, Mary A. & William Wirt Warren Professor Psychology

William Darrow, Cluett Professor of Religion

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Susan Dunn, Massachusetts Professor of Humanities

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Ed Epping, Alexander Falck Class of 1899 Professor of Art

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Zirka Filipczak, J. Kirk T. Varnedoe '67 Professor of Art

Robert Fisher, Assistant Professor of Physical Education

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Darra Goldstein, Willcox B. and Harriet M. Adsit Professor of Russian

Suzanne Graver, John Hawley Roberts Professor of English

Eva Grudin, Senior Lecturer in Art

Mark Haxthausen, Robert Sterling Clark Professor of Art History

Laurie Heatherington, Edward Dorr Griffin Professor of Psychology

Meredith Hoppin, Frank M Gagliardi Professor of Classics

John Hyde, Brown Professor of History

Robert Jackall, Willmott Family Third Century Professor Sociology & Public Affairs

Andrew Jaffe, Lyell B. Clay Artist in Residence in Jazz and Senior Lecturer in Music

Ju-Yu Scarlett Jang, Professor of Art

Eugene Johnson, Amos Lawrence Professor of Art

Markes Johnson, Charles L. MacMillan Professor of Natural Science

Kevin Jones, Research Associate

Lawrence Kaplan, Halford R. Clark Professor of Natural Sciences

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Robert Kavanaugh, Hales Professor of Psychology

David Kechley, Professor of Music

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Daniel Lynch, Philip and Dorothy Schein Professor of Biology

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Christine Mason, Assistant Professor of Physical Education

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Frank Morgan, Webster Atwell - Class of 1921 Professor of Mathematics

Peter Murphy, John Hawley Roberts Professor of English

Thomas Murtagh, John B. McCoy and John T. McCoy Professor of Computer Science

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Carol Ockman, Robert Sterling Clark Professor of Art History

Paul Park, Senior Lecturer in English

David Pilachowski, Director of Libraries

Christopher Pye, Class of 1924 Professor of English

Lawrence Raab, Harry C. Payne Professor of Poetry

David Richardson, William R. Kenan, Jr. Professor of Chemistry

T. Michael Russo, Assistant Professor of Physical Education

Shanti Singham, Professor of History and Africana Studies

Anne Skinner, Senior Lecturer in Chemistry

David Smith, Senior Lecturer in Biology

Paul Solomon, Professor of Psychology

Steven Souza, Senior Lecturer in Astronomy

Richard Stamelman, Professor of Comparative Literature

Jefferson Strait, John B. McCoy and John T. McCoy Professor of Physics

Karen Swann, Morris Professor of Rhetoric

Barbara Takenaga, Mary A. and William Wirt Warren Professor of Art

Kurt Tauber, Class of 1924 Professor of Political Science

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John Thoman, J. Hodge Markgraf Professor of Chemistry

Peter Wells, Assistant Professor of Physical Education

Alan White, Mark Hopkins Professor of Philosophy

Alex Willingham, Professor of Political Science

Bud Wobus, Edna McConnell Clark Professor of Geology

Scott Wong, Charles R. Keller Professor of History

James Wood, Charles R. Keller Professor of History

William Wootters, Barclay Jermain Professor of Natural Philosophy

Reiko Yamada, Professor of Japanese

Betty Zimmerberg, Howard B. Schow '50 and Nan W. Schow Professor of Neuroscience

Steven Zottoli, Howard B. Schow '50 Professor of Biology

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July 2015 – June 2027

Matrix Partners

Cambridge, MA



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July 2016 – June 2026

Capital Group Companies

San Francisco, CA



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Moody's Corporation

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Whitefish Bay, WI



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Viking Global Investors

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July 2015 – June 2027

Universal Music Group, Inc.

Santa Monica, CA



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July 2022 - June 2027

Bain Capital Investors

New York, NY



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July 2020 - June 2025

Mount Holyoke College

South Hadley, MA



**Gretchen E. Howard '95**

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July 2018 - June 2023

Robinhood

Menlo Park, CA



**Leila H. Jere '91**

---

July 2017 - June 2027

Salesforce.com

San Francisco, CA



**Ethan W. Lasser '99**

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July 2020 - June 2025

Museum of Fine Arts, Boston

Boston, MA



**Mariam B. Naficy '91**

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July 2018 - June 2023

Minted.com

San Francisco, CA



**Vidisha A. Patel '85**

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July 2020 - June 2025

Peace of Heart LLC

Sarasota, FL



## **Michele Y. Johnson Rogers '79**

---

July 2019 - June 2024

Kellogg School | Northwestern University

Evanston, IL



## **Nathan K. Sleeper '95**

---

July 2019 - June 2024

Clayton, Dubilier & Rice, Inc.

New York, NY



**Jonathan D. Sokoloff '79**

---

July 2016 – June 2026

Leonard Green & Partners

Los Angeles, CA



**Mark R. Tercek '79**

---

July 2016 – June 2026

Washington, DC



**Sarah Mollman Underhill '80**

---

July 2014 – June 2026

Freelance Editor, Writer and Curator

Bronxville, NY



**Martha Williamson '77**

---

July 2012 – June 2024

Moon Water Productions

San Marino, CA



**Gregory H. Woods '91**

---

July 2015 – June 2026

New York, NY



**Brent E. Shay '78**

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# Enrollment & Graduation Data

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 [catalog.williams.edu/data](http://catalog.williams.edu/data)

## Enrollment

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### September 2021

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Graduate Students	50
Seniors	520
Juniors	594
Sophomores	531
First-Years	584
<b>TOTAL</b>	<b>2279</b>

### February 2022

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Graduate Students	50
Seniors	452
Juniors	586
Sophomores	527
First-Years	582
<b>TOTAL</b>	<b>2197</b>

## Geographical Distribution Fall 2021

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### United States

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Alabama	6
Alaska	7
Arizona	14
Arkansas	3

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California	267
Colorado	36
Connecticut	97
Delaware	2
District of Columbia	13
Florida	54
Georgia	22
Hawaii	14
Idaho	7
Illinois	46
Indiana	10
Iowa	7
Kansas	3
Kentucky	3
Louisiana	4
Maine	21
Maryland	60
Massachusetts	364
Michigan	21
Minnesota	34
Mississippi	5
Missouri	16
Montana	4
Nebraska	1
Nevada	3
New Hampshire	25

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New Jersey	106
New Mexico	5
New York	426
North Carolina	39
Ohio	30
Oklahoma	8
Oregon	15
Pennsylvania	55
Puerto Rico	4
Rhode Island	12
South Carolina	5
South Dakota	2
Tennessee	17
Texas	45
Utah	8
Vermont	25
Virginia	49
Washington	45
West Virginia	1
Wisconsin	9
Wyoming	2

## **International**

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Afghanistan	2
Albania	2
Angola	1
Argentina	1

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Austria	1
Bahamas	1
Bahrain	1
Bangladesh	3
Bhutan	1
Bosnia and Herzegovina	2
Brazil	5
Bulgaria	1
Cambodia	2
Cameroon	6
Canada	23
Chile	1
China	29
Colombia	1
Cote D'Ivoire	1
Egypt	1
England	1
Ethiopia	3
France	3
Germany	2
Ghana	2
Greece	4
Hong Kong	4
Hungary	1
India	8
Italy	1

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Japan	8
Jordan	1
Kazakhstan	2
Kenya	7
Korea, Republic of	20
Kosovo	1
Kyrgyzstan	1
Latvia	1
Liberia	1
Madagascar	1
Malaysia	1
Mexico	3
Mongolia	3
Morocco	1
Nepal	5
Netherlands	1
Nicaragua	1
Niger	1
Nigeria	1
Norway	1
Pakistan	7
Palestinian Territory, Occupie	3
Panama	1
Philippines	4
Romania	1
Russian Federation	1

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Rwanda	5
Saudi Arabia	1
Senegal	1
Singapore	3
South Sudan	1
Spain	1
Switzerland	2
Taiwan	4
Thailand	2
Tunisia	2
Turkey	2
Uganda	2
Ukraine	3
United Arab Emirates	1
United Kingdom	11
Uruguay	1
Viet Nam	4
Zambia	1
Zimbabwe	2

## Geographical Distribution Spring 2022

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### United States

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Alabama	6
Alaska	6
Arizona	15
Arkansas	3

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California	256
Colorado	34
Connecticut	92
Delaware	1
District of Columbia	12
Florida	54
Georgia	22
Hawaii	13
Idaho	6
Illinois	44
Indiana	8
Iowa	7
Kansas	3
Kentucky	3
Louisiana	4
Maine	21
Maryland	60
Massachusetts	336
Michigan	21
Minnesota	33
Mississippi	5
Missouri	14
Montana	4
Nebraska	1
Nevada	3
New Hampshire	24

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New Jersey	103
New Mexico	5
New York	407
North Carolina	38
Ohio	29
Oklahoma	8
Oregon	16
Pennsylvania	53
Puerto Rico	3
Rhode Island	13
South Carolina	5
South Dakota	2
Tennessee	16
Texas	47
Utah	7
Vermont	23
Virginia	50
Washington	42
West Virginia	1
Wisconsin	8
Wyoming	2

## **International**

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Afghanistan	2
Albania	2
Angola	1
Argentina	1

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Austria	1
Bahamas	1
Bahrain	1
Bangladesh	2
Bhutan	1
Bosnia and Herzegovina	2
Brazil	5
Bulgaria	1
Cambodia	2
Cameroon	6
Canada	23
Chile	1
China	28
Colombia	1
Cote D'Ivoire	1
Egypt	1
England	1
Ethiopia	3
France	2
Germany	2
Ghana	2
Greece	4
Hong Kong	4
Hungary	1
India	8
Italy	1

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Japan	8
Jordan	1
Kazakhstan	2
Kenya	7
Korea, Republic of	21
Kosovo	1
Kyrgyzstan	1
Latvia	1
Liberia	1
Madagascar	1
Malaysia	1
Mexico	3
Mongolia	3
Morocco	1
Nepal	5
Netherlands	1
Nicaragua	1
Niger	1
Nigeria	1
Norway	1
Pakistan	6
Palestinian Territory, Occupie	2
Panama	1
Philippines	4
Romania	1
Russian Federation	1

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Rwanda	4
Saudi Arabia	1
Senegal	1
Singapore	3
South Sudan	1
Spain	1
Switzerland	2
Taiwan	4
Thailand	2
Tunisia	2
Turkey	2
Uganda	2
Ukraine	2
United Arab Emirates	1
United Kingdom	12
Uruguay	1
Viet Nam	5
Zambia	1
Zimbabwe	2

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## **Graduation**

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Of the 551 who entered in the fall of 2015, 85% graduated from Williams within 4 years, and 94% within 6 years.

Of the 552 who entered in the fall of 2016, 88% graduated from Williams within 4 years and 95% within 6 years.

## AFRICANA STUDIES (Div II)

### Chair: Professor Rhon Manigault-Bryant

- Rashida K. Braggs, Associate Professor of Africana Studies and Faculty Affiliate in Comparative Literature; on leave 2022-2023
- VaNatta S. Ford, Assistant Professor of Africana Studies; on leave 2022-2023
- Allison Guess, Assistant Professor of Africana Studies
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Rhon S. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Religion; on leave Spring 2023
- AnneMarie McClain, Visiting Assistant Professor of Education and Africana Studies
- Keston K. Perry, Assistant Professor of Africana Studies
- Neil Roberts, Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Africana Studies, Religion, Political Science; on leave 2022-2023

### GENERAL PROGRAM DESCRIPTION

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

### CONCENTRATION IN AFRICANA STUDIES

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

### AFRICANA STUDIES AND OTHER PROGRAMS

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

### REQUIREMENTS

#### Africana Studies courses required for the concentration:

AFR 200 Introduction to Africana Studies

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

AFR 405(F) CAPSTONE: Africana Studies and the Disciplines

AFR 460(S) CAPSTONE: Documenting Black

#### One core elective:

[AFR 110 / WGSS 111\(S\) SEM Television, Social Media, and Black Women 'Unscripted'](#)

Taught by: TBA

[Catalog details](#)

[AFR 128 / COMP 129 / MUS 179 TUT James Baldwin's Song](#)

Taught by: [Rashida Braggs](#)  
[Catalog details](#)

[AFR 132 / AMST 132 / PSCI 132 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)  
[Catalog details](#)

[AFR 133 / COMP 133 / ECON 133 / GBST 133\(S\) SEM Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle](#)

Taught by: [Keston Perry](#)  
[Catalog details](#)

[AFR 135 / AMST 135\(F\) SEM Queen Sugar and Black Study](#)

Taught by: [James Manigault-Bryant](#)  
[Catalog details](#)

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Allison Guess](#), [Keston Perry](#)  
[Catalog details](#)

[AFR 202 / WGSS 206 / COMP 236 TUT Narrating Color: Black Women Sing and Write About Complexion](#)

Taught by: [VaNatta Ford](#)  
[Catalog details](#)

[AFR 205 / WGSS 207 TUT She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)  
[Catalog details](#)

[AFR 208 / AMST 208 / REL 262\(S\) TUT Time and Blackness](#)

Taught by: TBA  
[Catalog details](#)

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA  
[Catalog details](#)

[AFR 213 / STS 213 / WGSS 213 TUT Race, Gender, and the Alien Body: Octavia Butler's Science Fiction](#)

Taught by: TBA  
[Catalog details](#)

[AFR 216 / AMST 212 / COMP 212 / DANC 217 SEM Moving While Black](#)

Taught by: [Rashida Braggs](#)  
[Catalog details](#)

[AFR 221 / REL 263\(F\) SEM Giving God a Backbeat: Rap Music, Religion & Spirituality](#)

Taught by: TBA  
[Catalog details](#)

[AFR 233 / ENVI 204 / GBST 233\(F\) LEC Colonialism, Capitalism and Climate Crisis](#)

Taught by: [Keston Perry](#)  
[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261 SEM Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)  
[Catalog details](#)

[AFR 302\(S\) SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA  
[Catalog details](#)

[AFR 318 / PSYC 334 SEM Defining and Disrupting the School-to-Prison Pipeline](#)

Taught by: [Kelsey Jones](#)  
[Catalog details](#)

[AFR 320 / AMST 320 / WGSS 320\(S\) SEM Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture](#)

Taught by: TBA  
[Catalog details](#)

[AFR 321 SEM Trending Black: Race & Social Media in the 21st Century](#)

Taught by: [VaNatta Ford](#)  
[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)  
[Catalog details](#)

[AFR 324 / PSYC 337 SEM Critical Perspectives in Special Education](#)

Taught by: [Kelsey Jones](#)  
[Catalog details](#)

[AFR 358 / PSYC 377\(F\) SEM Mapping Anti-Bias Education](#)

Taught by: [AnneMarie McClain](#)  
[Catalog details](#)

[AFR 360 / LEAD 360 / PHIL 360 / PSCI 370 SEM The Political Thought of Frantz Fanon](#)

Taught by: [Neil Roberts](#)  
[Catalog details](#)

[AFR 384 / PSYC 363\(S\) SEM Media, Race, and U.S. Black Families](#)

Taught by: [AnneMarie McClain](#)  
[Catalog details](#)  
[AFR 395 / ENVI 395 / GBST 395 / WGSS 395\(F\) SEM Black Reparations Within/Beyond Borders](#)

Taught by: [Keston Perry](#)  
[Catalog details](#)  
[AFR 405\(F, S\) SEM CAPSTONE: Africana Studies and the Disciplines](#)

Taught by: [James Manigault-Bryant](#)  
[Catalog details](#)  
[AFR 440 SEM CAPSTONE: Performing Blackness](#)

Taught by: [Rashida Braggs](#)  
[Catalog details](#)  
[AFR 450 / PSCI 372 SEM CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human](#)

Taught by: [Neil Roberts](#)  
[Catalog details](#)  
[AFR 460\(S\) SEM Capstone: Documenting Black](#)

Taught by: TBA  
[Catalog details](#)  
[AFR 497\(F\) IND Independent Study: Africana Studies](#)

Taught by: [Rhon Manigault-Bryant](#)  
[Catalog details](#)  
[AFR 498\(S\) IND Independent Study: Africana Studies](#)

Taught by: [James Manigault-Bryant](#)  
[Catalog details](#)  
[HIST 104 / AFR 104 / GBST 104\(S\) SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)  
[HIST 205 / AFR 203 LEC The Making of Modern Africa](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)  
[HIST 305 / AFR 304 / GBST 305 SEM A History of Health and Healing in Africa](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)  
[INTR 320 / AMST 308 / LEAD 319 / PSCI 376\(S\) SEM The Impact of Black Panther Party Intellectuals on Political Theory](#)

Taught by: [Joy James](#)  
[Catalog details](#)  
[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA  
[Catalog details](#)

### **Two additional electives (a total of three required for the concentration):**

Most electives are included below. However, students should check with the program chair to see if other courses not listed here might count as electives toward the concentration.

### **HONORS PROGRAM IN AFRICANA STUDIES**

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

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

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

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

**Cross-listings:** AFR 104 HIST 104 GBST 104

**Secondary Cross-listing**

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

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

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

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

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

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

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

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

**Cross-listings:** ARTH 104 AFR 105

**Secondary Cross-listing**

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

might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

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

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Art History and African Studies majors

**Expected Class Size:** 40

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

**Distributions:** (D1) (DPE)

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

ARTH 104 (D1) AFR 105 (D2)

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

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **AFR 110 (S) Television, Social Media, and Black Women 'Unscripted'**

**Cross-listings:** AFR 110 WGSS 111

Primary Cross-listing

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

**Requirements/Evaluation:** class participation, podcast, vlogs, 10-page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** First year Students

**Expected Class Size:** 13

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

**Distributions:** (D2)

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

AFR 110 (D2) WGSS 111 (D2)

**Attributes:** AFR Core Electives FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

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

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

Secondary Cross-listing

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

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

**Prerequisites:** None.

**Enrollment Limit:** 14

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

**Expected Class Size:** 14

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

**Distributions:** (D1) (DPE) (WS)

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

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Not offered current academic year

### **AFR 128 (F) James Baldwin's Song**

**Cross-listings:** AFR 128 COMP 129 MUS 179

#### **Primary Cross-listing**

"It is only in his music [ . . . ] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

**Requirements/Evaluation:** Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

AFR 128 (D2) COMP 129 (D1) MUS 179 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **AFR 129 (F) Twentieth-Century Black Poets**

**Cross-listings:** AFR 129 ENGL 129

Secondary Cross-listing

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

**Requirements/Evaluation:** several short papers, a 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distributions:** (D1)

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

AFR 129 (D1) ENGL 129 (D1)

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

### **AFR 132 (S) Contemporary Africana Social and Political Philosophy**

**Cross-listings:** AMST 132 PSCI 132 AFR 132

Primary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy: the African, Afro-North American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Dionne Brand, Aimé Césaire, Angela Davis, Édouard Glissant, Kwame Gyekye, Paget Henry, bell hooks, Katherine McKittrick, Charles Mills, Nkiru Nzegwu, Oyèrónke Oyewùmí, Ngũgĩ wa Thiong'o, Cornel West, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

**Requirements/Evaluation:** attendance and participation, two 5- to 7-page essays, and one 10-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

AMST 132 (D2) PSCI 132 (D2) AFR 132 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

## AFR 133 (S) Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle

**Cross-listings:** ECON 133 GBST 133 COMP 133 AFR 133

### Primary Cross-listing

This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to contemporary challenges of Caribbean Economic Development. Using the 'plantation' and the 'plot' as sites of continuing exploitation and struggle, this course delves into Caribbean postcolonial development thinking. We will explore the present-day relevance of these sites to racial justice and environmental crises and their historical roots in colonial surplus extraction. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy, its seascape and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and extractive geographies today. Unorthodox perspectives on economic and social thought that emerged to explain the region's integral role in merchant and industrial capitalism, New World social formations and contemporary globalization will also be discussed. We will closely analyze critical texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, labor regimes, agrarian change, structural adjustment, economic and ecological crises, postcolonial debt, technology, current fragmentation of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena starting from the plantation to the plot within cultural and literary works in pluralistic, productive, and powerful ways.

**Requirements/Evaluation:** Oral or poster presentation analyzing a literary and Caribbean economist's work side-by-side (15 minutes or full-length/multi-page poster); critical analysis of a Caribbean economic sector or major regional report--choice made after discussion with instructor (10 pages); final project: review of a specific Caribbean community defined by group, geography or economic status drawing upon class, race, gendered axes of analysis (15 pages); participation (creative presentation of a reading drawing upon Caribbean cultural traditions that raise questions for class discussion)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

ECON 133 (D2) GBST 133 (D2) COMP 133 (D2) AFR 133 (D2)

**Attributes:** AFR Core Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Keston K. Perry

## AFR 135 (F) Queen Sugar and Black Study

**Cross-listings:** AFR 135 AMST 135

### Primary Cross-listing

The critically acclaimed and award winning television series, *Queen Sugar*, follows the Bordelon family through its struggles to sustain hold of its ancestral land. An adaptation of the eponymously named 2014 novel by Natalie Baszile, the series will soon enter its seventh and final season. This gateway course to Africana Studies will explore the historical, political, and economic contexts of the making of the series before considering its representations and dramatizations of key topics of Black study: the afterlives of enslavement, plantation regimes, global sugar production, land dispossession, the carceral state, gender and sexualities, kinship, activism, and African-diasporic spiritualities.

**Class Format:** Over the course of the semester, students will be required to watch the entirety of the television series.

**Requirements/Evaluation:** weekly journal entries on episodes (300-500 words); in-class writing reflections; class presentation; final project that expands on a course topic

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** This seminar is designed for first-year students. Should the course be overenrolled, students will be selected after an interview with the instructor.

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AFR 135 (D2) AMST 135 (D2)

**Attributes:** AFR Core Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm James A. Manigault-Bryant

**AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

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

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

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

HIST 158 (D2) AFR 158 (D2)

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

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

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

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Secondary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

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

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

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

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

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

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

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

**Cross-listings:** AFR 167 HIST 167 AMST 167

**Secondary Cross-listing**

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

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

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

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

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

Not offered current academic year

### **AFR 200 (F)(S) Introduction to Africana Studies**

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

**Requirements/Evaluation:** class participation, weekly e-reading response papers, two short essays, and a final research project

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Allison Guess

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Keston K. Perry

### **AFR 201 (F) African Dance and Percussion**

**Cross-listings:** AFR 201 DANC 201 MUS 220

Secondary Cross-listing

We will examine two forms that embody continuity of tradition or the impact of societal, political or economic change. Lamban was created by the Djeli, popularly called Griots served many roles in the kingdoms of Ghana and Old Mali from the 12th century to current times. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it is practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. While these forms are enduring cultural practices, Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth and their aspirations for independence at the end of the 1950s. We will also consider the introduction of these forms outside of their origin. This course can be taken for academic and/or PE credit

**Class Format:** class hours will be used to learn and use the dance and music of at least two forms including historical context, a group and individual research project or paper. When possible, our process will include guest artists and field trips to see live performance as well as use of the archives at Jacob's Pillow Dance Festival.

**Requirements/Evaluation:** discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have taken a 100 level dance course of DANC 202; have experience in a campus-based performance ensemble; or have permission of the instructors

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

AFR 201 (D2) DANC 201 (D1) MUS 220 (D1)

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

Fall 2022

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

STU Section: 02 Cancelled

### **AFR 202 (S) Narrating Color: Black Women Sing and Write About Complexion**

**Cross-listings:** COMP 236 WGSS 206 AFR 202

#### **Primary Cross-listing**

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

**Requirements/Evaluation:** Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** This class is specifically designed for first year students. Sophomores can register only with advanced permission.

**Expected Class Size:** 8-10

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

**Distributions:** (D2)

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

COMP 236 (D1) WGSS 206 (D2) AFR 202 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **AFR 203 (F) The Making of Modern Africa (DPE)**

**Cross-listings:** AFR 203 HIST 205

#### Secondary Cross-listing

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa's post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and a case study paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 30

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

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

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

AFR 203 (D2) HIST 205 (D2)

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

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Not offered current academic year

### **AFR 205 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings**

**Cross-listings:** AFR 205 WGSS 207

#### Primary Cross-listing

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

first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

AFR 205 (D2) WGSS 207 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

### **AFR 206 (S) African Dance and Percussion**

**Cross-listings:** AFR 206 MUS 221 DANC 202

#### **Secondary Cross-listing**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** students who have taken DANC 107 ,108 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

**Expected Class Size:** 16

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

**Distributions:** (D2)

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

AFR 206 (D1) MUS 221 (D1) DANC 202 (D1)

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

Spring 2023

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

STU Section: 02 Cancelled

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

**Cross-listings:** ARTH 207 AFR 207

### **Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE) (WS)

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

ARTH 207 (D1) AFR 207 (D1)

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

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

**Attributes:** ARTH post-1800 Courses GBST African Studies Electives

**Not offered current academic year**

## **AFR 208 (S) Time and Blackness**

**Cross-listings:** AFR 208 AMST 208 REL 262

### **Primary Cross-listing**

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

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

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

Spring 2023

TUT Section: T1 Cancelled

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

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

**Secondary Cross-listing**

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

**Requirements/Evaluation:** Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%.

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

AMST 202 (D2) AFR 209 (D2)

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

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

Studies and other fields must reckon with in the present.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Not offered current academic year

### **AFR 211 (S) Race, Environment, and the Body**

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

#### **Primary Cross-listing**

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

**Class Format:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

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

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition,Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2023

LEC Section: 01 Cancelled

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

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

#### **Secondary Cross-listing**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

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

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

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

**Enrollment Limit:** 15

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

**Expected Class Size:** 12

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

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

**Distributions:** (D1)

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

MUS 104 (D1) AFR 212 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

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

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

Primary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

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

**Attributes:** AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **AFR 214 (F) Jazz Theory and Improvisation II**

**Cross-listings:** MUS 204 AFR 214

Secondary Cross-listing

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

**Class Format:** two weekly seminar meetings, alternating between theory and performance sessions

**Requirements/Evaluation:** weekly compositional, analysis, transcription or performance exercises and final transcription project

**Prerequisites:** MUS 104b or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors and Jazz Ensemble members

**Expected Class Size:** 5-8

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

**Distributions:** (D1)

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

MUS 204 (D1) AFR 214 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

### **AFR 216 (S) Moving While Black**

**Cross-listings:** COMP 212 DANC 217 AMST 212 AFR 216

#### **Primary Cross-listing**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

COMP 212 (D1) DANC 217 (D2) AMST 212 (D2) AFR 216 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

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

**Cross-listings:** INTR 219 AFR 217 WGSS 219 AMST 217 LEAD 219

#### **Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

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

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

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

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

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

Not offered current academic year

### **AFR 218 (F) ReReading/Righting Ballet's History: Celebrating BIPOC Figures in Ballet (w/ Ballet Technique)**

**Cross-listings:** AFR 218 DANC 207

Secondary Cross-listing

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2022, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with twice-weekly ballet technique classes) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for group discussions on those assignments. Alongside broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '22; in addition to joining us (remotely) for discussions, she will guide us in those projects.

**Class Format:** Students will be placed in either Beginning Ballet, or Intermediate/Advanced Ballet (see prerequisites for more information): ALL students will meet together for a third class meeting/seminar.

**Requirements/Evaluation:** Robust engagement in technique classes and meeting sessions; timely and thoughtful written (informal) responses to assigned readings and viewings; development and presentation of course projects.

**Prerequisites:** Technique for the two levels will be separate. For the beginner level NO prior experience is required. For the int/adv level, students must have at least three yrs of prior ballet training, and instructor's permission.

**Enrollment Limit:** 12

**Enrollment Preferences:** Students who are invested in learning both the physical aspect of ballet technique, as well as its broader history and the specific areas this course is investigating.

**Expected Class Size:** 8

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

**Materials/Lab Fee:** Ballet class attire (i.e., leotards, tights/leggings, slippers)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

**Distributions:** (D2)

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

AFR 218 (D1) DANC 207 (D1)

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Janine Parker

LAB Section: 02 W 2:10 pm - 3:00 pm Janine Parker

SEM Section: 03 MW 11:00 am - 12:15 pm Janine Parker

LAB Section: 04 W 2:10 pm - 3:00 pm Janine Parker

### **AFR 219 (S) Afro-Modern Dance: Theory & Practice (Dunham Technique)**

**Cross-listings:** AFR 219 DANC 211

#### **Secondary Cross-listing**

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator. Students are expected to have experience in modern dance or other dance techniques.

**Class Format:** The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion. Students will experience guest artists certified in Dunham Technique.

**Requirements/Evaluation:** Students will be evaluated on the completion of (3) journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

**Prerequisites:** Students who have taken Modern I/DANC 106 or other department dance courses with technique components, or have previous study in Dunham technique.

**Enrollment Limit:** 25

**Enrollment Preferences:** Students with 1-2 years of formal dance training and interested in expanding their knowledge of African diasporic dance and Dunham Technique.

**Expected Class Size:** 15-20

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

**Distributions:** (D2)

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

AFR 219 (D1) DANC 211 (D1)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Saroya Y. Corbett

### **AFR 220 (S) Introduction to African American Literature**

**Cross-listings:** AMST 220 ENGL 220 AFR 220

#### **Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

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

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Spring 2023

SEM Section: 01 Cancelled

### **AFR 221 (F) Giving God a Backbeat: Rap Music, Religion & Spirituality**

**Cross-listings:** AFR 221 REL 263

#### **Primary Cross-listing**

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

**Requirements/Evaluation:** students will be evaluated on their class participation, Twitter threads, response papers, quizzes, and a final class group project

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** First year, sophomore, and juniors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AFR 221 (D2) REL 263 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives

Fall 2022

SEM Section: 01 Cancelled

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

**Cross-listings:** MUS 222 AFR 223

#### **Secondary Cross-listing**

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

**Class Format:** this class places a strong emphasis on discussion

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

**Prerequisites:** some familiarity with music terminology encouraged

**Enrollment Limit:** 15

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

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE) (WS)

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

MUS 222 (D1) AFR 223 (D2)

**Writing Skills Notes:** Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

**Difference, Power, and Equity Notes:** Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

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

Not offered current academic year

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

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

Secondary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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

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

Fall 2022

TUT Section: T1 TBA Joy A. James

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

**Cross-listings:** AFR 226 RLFR 226

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 20

**Enrollment Preferences:** French and Africana Studies concentrators

**Expected Class Size:** 12

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

**Distributions:** (D1) (DPE)

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

AFR 226 (D2) RLFR 226 (D1)

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

**Not offered current academic year**

**AFR 227 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

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

**Expected Class Size:** 30

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

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

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

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**AFR 229 Black Outside the U.S.**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** students who have taken other AFR courses, Francophone speakers and students

**Expected Class Size:** 8

**Grading:**

**Distributions:** (D2)

**Attributes:** AFR Core Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

**AFR 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

Secondary Cross-listing

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

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

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

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

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

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African

continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

**AFR 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

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

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

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

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**AFR 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Primary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of

greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

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

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

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

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

### **AFR 234 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession**

**Cross-listings:** ENVI 247 AMST 234 AFR 234 HIST 274

#### **Primary Cross-listing**

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

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

**Distributions:** (D2)

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

ENVI 247 (D2) AMST 234 (D2) AFR 234 (D2) HIST 274 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Fall 2022

STU Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

**AFR 235 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

**Primary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

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

**Distributions:** (D2)

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

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Allison Guess

**AFR 237 (S) Islam in the United States: Race, Religion, Politics (DPE)**

**Cross-listings:** REL 237 AFR 237 AMST 237

**Secondary Cross-listing**

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, comics, documentaries, films, historical primary-source documents, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

**Requirements/Evaluation:** regular reading responses, midterm essay, final exam/essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors and concentrators in REL, AFR, and AMST

**Expected Class Size:** 15

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

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

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

REL 237 (D2) AFR 237 (D2) AMST 237 (D2)

**Difference, Power, and Equity Notes:** The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

**Not offered current academic year**

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

**Cross-listings:** AFR 242 MUS 252

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** musically literate students and Music majors

**Expected Class Size:** 15

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

**Distributions:** (D1)

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

AFR 242 (D2) MUS 252 (D1)

**Attributes:** AMST Arts in Context Electives

**Not offered current academic year**

## **AFR 243 (S) Asian/American and Black Literary and Cultural Thought**

**Cross-listings:** AMST 243 AFR 243

### **Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors, sophomores

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AMST 243 (D2) AFR 243 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

**Not offered current academic year**

## **AFR 244 (S) Dislocating the Harlem Renaissance (WS)**

**Cross-listings:** ENGL 265 AFR 244

### **Secondary Cross-listing**

Beginning with Alain Locke's *The New Negro: An Interpretation*, this course introduces students to the black literary and cultural production of the 1920s and 30s that we have come to regard as the Harlem Renaissance. While canonical figures will be covered, significant attention will also be paid to artists that have garnered less attention as well as those that sit outside the geographic boundaries of Harlem. Figures to be considered throughout the term include Sterling Brown, Miguel Covarrubias, Jessie Redmon Fauset, Angelina Weld Grimké, Langston Hughes, Zora Neal Hurston, Nella Larsen, Claude McKay, Richard Bruce Nugent, Anne Spencer, Jean Toomer, Eric Walrond, and Walter White.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

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

**Enrollment Limit:** 19

**Enrollment Preferences:** majors and prospective majors

**Expected Class Size:** 19

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

**Distributions:** (D1) (WS)

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

ENGL 265 (D1) AFR 244 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

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

**Not offered current academic year**

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

**Cross-listings:** AFR 246 HIST 281

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

AFR 246 (D2) HIST 281 (D2)

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

**Not offered current academic year**

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

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

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

**Not offered current academic year**

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

For many centuries Black subjects have forged multiple forms/processes/modes of resistance, yielded in particular by the brutal forced migration of

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

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **AFR 254 (S) Bebop: The (R)evolution of Modern Jazz**

**Cross-listings:** AFR 254 MUS 254

Secondary Cross-listing

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

**Requirements/Evaluation:** weekly reading, listening, musical memorization and performance. Short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

**Prerequisites:** MUS 104b or permission of instructor, instrumental or vocal proficiency.

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors, Jazz Ensemble members, Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

AFR 254 (D1) MUS 254 (D1)

**Attributes:** AMST Arts in Context Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kris Allen

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

**Cross-listings:** ARAB 259 AFR 259 ARTH 259

### Secondary Cross-listing

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

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

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

**Enrollment Limit:** 25

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

**Expected Class Size:** 15

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

**Distributions:** (D1)

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

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

**Attributes:** GBST African Studies Electives

Not offered current academic year

### AFR 264 (F) The Bible and Slavery (DPE)

**Cross-listings:** REL 264 AFR 264

### Secondary Cross-listing

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**Expected Class Size:** 15

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

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

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

REL 264 (D2) AFR 264 (D2)

**Difference, Power, and Equity Notes:** This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

### AFR 270 (F) Sport and the Global Color Line (DPE)

**Cross-listings:** LEAD 270 HIST 270 AFR 270

**Secondary Cross-listing**

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

**Class Format:** Lecture and discussion.

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

**Prerequisites:** None.

**Enrollment Limit:** 40

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

**Expected Class Size:** 25

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

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

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

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

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

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

**Not offered current academic year**

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

**Cross-listings:** ENGL 275 AFR 275 AMST 276

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

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

**Distributions:** (D1) (DPE) (WS)

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

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

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

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

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **AFR 276 (S) Black Europeans**

**Cross-listings:** COMP 276 AFR 276 GERM 276

Secondary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, sophomores, and juniors

**Expected Class Size:** 8

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

**Distributions:** (D1)

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

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **AFR 280 (S) Emancipation to BlackLivesMatter**

**Cross-listings:** AFR 280 HIST 280 LEAD 280

Secondary Cross-listing

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

incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

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

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

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

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

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

Spring 2023

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

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

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

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

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

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

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

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

**Cross-listings:** REL 261 AFR 299 PSCI 233

**Primary Cross-listing**

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

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

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

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

**Not offered current academic year**

**AFR 300 (S) "Rebel Ecologies': Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** WGSS 362 AFR 300 ENVI 300 AMST 362

**Primary Cross-listing**

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

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

**Distributions:** (D2)

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

WGSS 362 (D2) AFR 300 (D2) ENVI 300 (D2) AMST 362 (D2)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Allison Guess

### **AFR 301 Experimental African American Poetry**

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

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **AFR 302 (S) Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life**

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

**Requirements/Evaluation:** class participation, response papers, one 6- to 8-page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

Spring 2023

SEM Section: 01 Cancelled

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

**Cross-listings:** ENGL 417 AFR 303

Secondary Cross-listing

This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison's charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how

ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allan Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

ENGL 417 (D1) AFR 303 (D2)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Ricardo A Wilson

### **AFR 304 (S) A History of Health and Healing in Africa (DPE)**

**Cross-listings:** HIST 305 AFR 304 GBST 305

#### **Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

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

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

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

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

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

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

**Not offered current academic year**

### **AFR 305 (S) Race and the Zombie Apocalypse**

**Cross-listings:** ENGL 308 AFR 305

**Secondary Cross-listing**

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

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

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

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 16

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

**Distributions:** (D1)

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

ENGL 308 (D1) AFR 305 (D1)

**Attributes:** ENGL Literary Histories C

**Not offered current academic year**

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

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

**Requirements/Evaluation:** Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST majors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2)

**Not offered current academic year**

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

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late

twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

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

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 20

**Grading:**

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

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

**Attributes:** GBST African Studies Electives

Not offered current academic year

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

**Cross-listings:** PSYC 334 AFR 318

Primary Cross-listing

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

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

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

PSYC 334 (D2) AFR 318 (D2)

**Attributes:** AFR Core Electives JLST Interdepartmental Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **AFR 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture**

**Cross-listings:** WGSS 320 AMST 320 AFR 320

Primary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate

womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

**Requirements/Evaluation:** evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors and Africana Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

WGSS 320 (D2) AMST 320 (D2) AFR 320 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

SEM Section: 01 Cancelled

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

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

**Requirements/Evaluation:** class participation, response papers, and a final research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomores, juniors, seniors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

Not offered current academic year

### **AFR 322 (S) Race, Culture, Incarceration**

**Cross-listings:** AMST 322 INTR 322 AFR 322 PSCI 313

Secondary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

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

**Distributions:** (D2)

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

AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Not offered current academic year

### **AFR 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

**Cross-listings:** COMP 322 ENGL 356 AFR 323 AMST 323 ARTH 223

#### **Primary Cross-listing**

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

**Requirements/Evaluation:** class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

**Expected Class Size:** 20

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

**Unit Notes:** this course is part of the Gaudino Danger Initiative

**Distributions:** (D2)

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

COMP 322 (D2) ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **AFR 324 (S) Critical Perspectives in Special Education**

**Cross-listings:** AFR 324 PSYC 337

#### **Primary Cross-listing**

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how

personal connections to special education influence our current beliefs and future practice.

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

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

AFR 324 (D2) PSYC 337 (D2)

**Attributes:** AFR Core Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **AFR 326 (S) Gender, Race, and the Power of Personal Aesthetics**

**Cross-listings:** WGSS 313 AFR 326 AMST 313 LATS 313

Secondary Cross-listing

This course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, neoliberal capitalism and class inform standards of beauty and ideas about the body, we will examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American and Asian American female aesthetics reflect the specific circumstances of their creation? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity?

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final written reflection.

**Prerequisites:** LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

### **AFR 327 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)**

**Cross-listings:** AFR 327 PHIL 319

Secondary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running

through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

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

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

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

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

**AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

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

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

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

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AFR 331 (F) Black Masculinities (DPE)**

**Cross-listings:** AMST 350 ENGL 375 AFR 331 WGSS 318

**Secondary Cross-listing**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

**Requirements/Evaluation:** students will be responsible for 2 short papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS Majors will get preference, then Juniors and Seniors

**Expected Class Size:** 14

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

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

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

AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

**Difference, Power, and Equity Notes:** This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

**Not offered current academic year**

**AFR 332 (Anti-)Imperialism, Race, and the Archive (DPE) (WS)**

What is U.S. imperialism? How are the social relations of racial capitalism important to U.S. imperialism? How have anti-imperial, anti-racist, and anti-capitalist struggles taken shape within, against, and beyond the U.S. nation-state, and how have these struggles shaped the U.S. nation-state itself? Finally, what kind of anti-imperial activist hermeneutics does American Studies offer and how can they be strengthened to reckon with the specific conditions of the U.S. imperial present? Anchored in these questions, this course seeks to introduce students to the history of U.S. imperialism. It does so beyond the traditional understanding of empire as a one-way agglomerating imposition of power in distant areas, and instead accounts for the co-constitution of reigning state-capitalist orders and global processes of spatial and social differentiation. Following such an approach to the history of U.S. imperialism, this course is organized around four time periods: 1770s to 1890s; 1890s to 1930s; 1930s to 1980s; and 1980s to the present. Across each period, we will attend to processes of U.S. imperial expansion, capital accumulation, and racial domination, and resistance to these processes. We will do so using secondary sources and a wide range of primary sources, including published fiction, legal documents, newspaper articles, speeches, films, and photos. By the end of this course, students should be able to detail a genealogy of the U.S. imperial present that accounts for: the significance of imperial and inter-imperial relations in the formation of U.S. national culture, institutions, and public areas such as law and public policy; how U.S. territorial colonialization has underpinned the development of U.S. imperial infrastructure, the imperial state form, and imperial culture; and how U.S. territorial and extraterritorial sovereignty exist in perpetual reaction to the primary claims of

Indigenous peoples and other threats to reigning state-capitalist orders.

**Requirements/Evaluation:** Evaluation will be based on the following assessments: Class Participation: 25%; Weekly Response (350-500 words): 25%; Essay 1--First submission (5 pgs.): 10%; Essay 1--Revision (5 pgs.): 10%; Essay 2 (5 pgs.): 15%; Essay 3 (5 pgs.): 15%

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 15

**Grading:**

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

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

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **AFR 333 (S) New Asian American, African American, Native American, and Latina/o Writing**

**Cross-listings:** AMST 403 LATS 403 AFR 333

Secondary Cross-listing

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

**Requirements/Evaluation:** one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

**Prerequisites:** none but those with some previous experience with literature and/or literary analysis might be helpful

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AMST 403 (D2) LATS 403 (D2) AFR 333 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

**AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)****Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.**Prerequisites:** None**Enrollment Limit:** 25**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**AFR 337 (S) Queer in the City (DPE)****Cross-listings:** AFR 337 AMST 337 WGSS 346**Secondary Cross-listing**

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

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

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

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

AFR 337 (D2) AMST 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

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

Not offered current academic year

**AFR 339 (S) The *Banlieue* in Literature, Music, and Film** (DPE) (WS)

**Cross-listings:** RLFR 300 AFR 339 COMP 336

Secondary Cross-listing

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and "*banlieue* lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the *banlieue* (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE) (WS)

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

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the *banlieue*), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, *Banlieue in Lit, Music, Film* fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in *banlieue* film, literature and French hip hop music.

**Attributes:** FMST Core Courses

Not offered current academic year

**AFR 340 (S) Black Marxism: Political Theory and Anti-Colonialism** (DPE) (WS)

**Cross-listings:** AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amílcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Requirements/Evaluation:** Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

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

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

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

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Not offered current academic year

### **AFR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

Secondary Cross-listing

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 8

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

**Distributions:** (D2)

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

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

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

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

### **AFR 344 (F) Asian/African American Cultural and Political Theory**

**Cross-listings:** PSCI 333 AFR 344 AMST 325

Secondary Cross-listing

Contrasted as "model minorities" or "incorrigible minorities" Asian Americans and African Americans have been pitted against one another in social standing and political objectives. However, throughout the twentieth century, African/Asian solidarity and alliances existed in political movements and literary and cultural productions. From Ho Chi Minh's anti-lynching writing, the founding conference of the WIDF (Women's International Democratic

Federation) in China in 1945, through the Bandung Conference, coalitions against U.S. wars in Southeast Asia, and alignments with Chinese anti-imperialist endeavors, black and Asian peoples have joined in international political formations. Contributions to theory include the writings and activism of Langston Hughes, W.E.B. Du Bois, Richard Wright, Robert Williams, Yuri Kochiyama, Grace Lee and Jimmy Boggs, Ishmael Reed, and Amiri Baraka; films of Bruce Lee; music of Fred Ho; revolutionary praxis of Mao Tse Tung's *Little Red Book* and his writings on art and society; the Marxism of the Black Panther Party; the Afro-futurism of Sun Ra and Samuel Delany; and contemporary "Afro-pessimism." Such cultural works depict futurities and possibilities for Black and Asian diasporas. This seminar examines theory, politics, literature, film, and music produced from and linked to twentieth-century movements against capitalism, racism, colonialism, and imperial wars to think through how Black and Yellow Power have shaped solidarity to challenge white supremacy and racial capitalism. **Requirements:** One midterm paper (5-6 pp.) = 30%; final paper/project (10-12 pp.) with a creative option = 50%; short response paper and GLOW posts = 10%; participation (attendance and class discussion) = 10% Course cap: 19 Priority given to AMST majors, Africana concentrators

**Requirements/Evaluation:** One midterm paper (5-6 pp.) = 30%; Final paper/project (10-12 pp.) with a creative option = 50%; Short response paper and GLOW posts = 10%; Participation (attendance and class discussion) = 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors, Africana concentrators

**Expected Class Size:** 19

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

**Distributions:** (D2)

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

PSCI 333 (D2) AFR 344 (D2) AMST 325 (D2)

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

Not offered current academic year

**AFR 346 (F) Modern Brazil (DPE)**

**Cross-listings:** AFR 346 HIST 346

Secondary Cross-listing

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

**Class Format:** discussion

**Requirements/Evaluation:** class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Latino/a Studies concentrators

**Expected Class Size:** 20-25

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

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

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

AFR 346 (D2) HIST 346 (D2)

**Difference, Power, and Equity Notes:** The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of

communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

**AFR 347 (F) (De)colonial Ecologies (DPE) (WS)**

**Cross-listings:** AFR 347 AMST 332 ENVI 332

**Secondary Cross-listing**

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

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

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

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

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**AFR 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)**

**Cross-listings:** AFR 349 ENVI 349 AMST 342

**Secondary Cross-listing**

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize

students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

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

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

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

AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Not offered current academic year

**AFR 351 (S) Spirits of Rebellion: The L.A. Rebellion Filmmakers (DPE)**

**Cross-listings:** ENGL 357 AFR 351 AMST 359

Secondary Cross-listing

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:** weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

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

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

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

ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

**AFR 353 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

Secondary Cross-listing

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

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

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

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

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism

and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

### **AFR 357 (S) Racial and Religious Mixture (DPE)**

**Cross-listings:** REL 314 LATS 327 AFR 357 AMST 327

#### **Secondary Cross-listing**

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

**Class Format:** mostly discussion

**Requirements/Evaluation:** participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework

**Expected Class Size:** 10

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

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

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

REL 314 (D2) LATS 327 (D2) AFR 357 (D2) AMST 327 (D2)

**Difference, Power, and Equity Notes:** Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives

**Not offered current academic year**

### **AFR 358 (F) Mapping Anti-Bias Education**

**Cross-listings:** PSYC 377 AFR 358

#### **Primary Cross-listing**

In this course, we will use theories and data to define anti-bias education in childhood contexts and examine its application across U.S. schools and childcare centers, families, and the media environment. We will ask ourselves: What do we know about the need for anti-bias education among non-marginalized and marginalized children, including those who are minoritized for their ethnic-racial, gender, and/or sexual identities? How are various biases and identities shaped in childhood? Which media-based and interpersonal interventions can be effective with anti-bias education and why? What are some of the contemporary hesitations and challenges around implementing anti-bias education for educators, families, and children? What are some of the practices that marginalized families are already implementing? As we explore approaches and possibilities for anti-bias education across children's ecosystems, we will propose innovative recommendations for research and practice that have the potential to yield positive outcomes for today's children.

**Requirements/Evaluation:** Weekly 1-page reflection papers (graded on a pass/fail basis), one 3-5 page mid-term paper, one final 7-10 page paper

or approved project

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

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

**Distributions:** (D2)

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

PSYC 377 (D2) AFR 358 (D2)

**Attributes:** AFR Core Electives PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

**AFR 359 (S) Settler Colonialism, Care, Kinship and Social Reproduction (DPE) (WS)**

**Cross-listings:** AFR 359 AMST 356

**Secondary Cross-listing**

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

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

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

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

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

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

**Attributes:** AMST pre-1900 Requirement

Not offered current academic year

### **AFR 360 (F) The Political Thought of Frantz Fanon (WS)**

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

#### **Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 10

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

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

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

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

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

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

Not offered current academic year

### **AFR 361 (F) James Baldwin and His Interlocutors**

**Cross-listings:** AFR 361 ENGL 334

#### **Secondary Cross-listing**

This seminar explores the life and writing of James Baldwin. Through an examination of both his fiction and nonfiction, we chart his interrogation and development of ideas surrounding, among other topics, race, courage, love, nation, revolution, and belonging. We also trace his impact on our national consciousness by engaging with authors whose own bodies of work intersect with his. This list includes, among others, Amiri Baraka, Nikki Giovanni, Lorraine Hansberry, Barry Jenkins, Audre Lorde, Norman Mailer, Richard Wright, and Malcolm X.

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

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

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

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

**Distributions:** (D1)

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

AFR 361 (D1) ENGL 334 (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

**AFR 363 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Secondary Cross-listing**

Readings in American Slavery This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Requirements/Evaluation:** Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

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

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

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

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

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

Not offered current academic year

**AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

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

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

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

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

### **AFR 366 (S) #OutofHaiti: Haiti, Black Sovereignty and the Global Political Economy**

**Cross-listings:** GBST 366 AFR 366

#### **Primary Cross-listing**

In the Western hemisphere, Haiti (Ayiti kreyòl) is a symbol of many extremes related to revolution, impoverishment, governance and institutional sabotage, Black liberation, artistic and cultural achievement, and underdevelopment. This course places Haiti at the center of broad global political economic transformations. Starting from the Haitian Revolution and its reverberations throughout colonial empires to the present, this course will critically interrogate these superlatives and depictions of Haiti. Recent media portrayals of a 'Haitian migrant crisis' at the United States border defy empirical facts, and whitewash imperial misadventures and harm, further exposing a narrative of Haitian anti-blackness that has been pervasive throughout US history. We will unpick these imageries and material realities to consider broader perspectives within historical and contemporary significance of struggles for Black sovereignty and liberation. Taking economic and political history as data sources, documentary films and recent academic, artistic and popular works as starting points for discussion, the course will stir debate and a broader appreciation of the political contributions of civic movements and figures within Haiti and the Haitian diaspora. From the perspective of 'connected Blackness', the course explores how Black peoples' links through global struggles for liberation and freedom and against imperialism emerge today.

**Requirements/Evaluation:** Journal entries (250 words each); individual essay on documentary film or media (10 pages); research report on a major contemporary social/economic/environmental issue in Haiti (10 pages); "Haiti Black Liberation Space" group public education project on the contemporary importance of Haiti to global Black liberation/ racial justice and a summative reflection on a meaningful aspect of this project (5 pages); class participation (discussion and readings)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrolled, preference to AFR and Global Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

GBST 366 (D2) AFR 366 (D2)

**Attributes:** PSCI Comparative Politics Courses

**Not offered current academic year**

### **AFR 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

**Secondary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

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

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

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

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

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

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

**AFR 369 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Secondary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

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

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

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

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

### **AFR 370 (F) The Caribbean and the World: 1945-1968**

**Cross-listings:** AFR 370 HIST 370

#### **Primary Cross-listing**

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts. The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Marson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

**Requirements/Evaluation:** class participation, 3-4 short papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AFR 370 (D2) HIST 370 (D2)

**Not offered current academic year**

### **AFR 372 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

#### **Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird

Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

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

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

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

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

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

### **AFR 378 (S) Uncontrollable: Deconstructing Stereotypes of Black Womanhood in the Americas**

**Cross-listings:** AFR 378 WGSS 378

#### **Primary Cross-listing**

In *Black Feminist Thought* Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mammies, matriarchs, welfare recipients, and hot mommas has been essential to the political economy of domination fostering Black women's oppression." This course explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine they how have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** AFR concentrators

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AFR 378 (D2) WGSS 378 (D2)

**Not offered current academic year**

### **AFR 379 (S) Black Women in the United States (DPE)**

**Cross-listings:** HIST 379 WGSS 379 AFR 379

**Secondary Cross-listing**

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana Concentrators.

**Expected Class Size:** 12

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

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

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

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**AFR 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions**

**Cross-listings:** AFR 380 WGSS 380 AMST 380 ENGL 381 STS 380

**Secondary Cross-listing**

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 20

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

**Distributions:** (D2)

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

AFR 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

**AFR 381 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

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

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

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

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**AFR 384 (S) Media, Race, and U.S. Black Families**

**Cross-listings:** AFR 384 PSYC 363

**Primary Cross-listing**

In this course, we will work to synthesize what we know about some of the key socializing forces for U.S. Black youth today. We will focus on how families, entertainment media, and the news can socialize Black children. Drawing on a range of theories and data we will examine how family members communicate about issues of identity and how media can come into play. What do we know about how U.S. Black families communicate about identity? What gaps remain in our knowledge, and how can we find the answers? What can we learn about today's media content when we apply research-informed lenses? What predictions can we make about its potential uses and effects among Black families? We will identify central research areas that warrant further attention and consider which methodologies would best work to fill those gaps. We will prioritize approaches that highlight the agency and strength of U.S. Black families and of youth themselves.

**Requirements/Evaluation:** 1 in-class presentation, two 2-5 page papers, and one 7-10 page final research proposal (that builds on the two shorter papers)

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

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

**Distributions:** (D2)

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

AFR 384 (D2) PSYC 363 (D2)

**Attributes:** AFR Core Electives PSYC Area 6 - Other/Interdisciplinary Psychology TEAC Teaching Sequence Courses

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

**AFR 390 (S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Secondary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

**Expected Class Size:** 12

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

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

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

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to addresses such

issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **AFR 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

#### **Primary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

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

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

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

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

### **AFR 405 (F)(S) CAPSTONE: Africana Studies and the Disciplines**

Of the many things that distinguish Africana Studies from other fields of knowledge, most remarkable are its creative uses and critiques of disciplinary perspectives. In some instances, a scholar in the field might move between disciplines; in others, a scholar might integrate two or more disciplines into one point of view. Disciplinary creativity accommodates the array of information--written texts, music, visual art, film--that contributes to our understanding of the African Diaspora. This seminar will illuminate the disciplinary nuances and challenges of studying people of African descent. After outlining genealogies of Africana Studies and the field's complicated relationships to social science disciplines, students will closely read classic texts by some of the pioneers in the field and explore their uses of disciplinary perspectives. In the latter half of the course, students will have the opportunity to design and conduct their own research projects with the aforementioned disciplinary concerns in mind.

**Requirements/Evaluation:** class participation, a couple of short papers and the completion of a final research paper or project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm James A. Manigault-Bryant

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm James A. Manigault-Bryant

### **AFR 440 (S) CAPSTONE: Performing Blackness**

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema? In this course, we explore performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students will analyze multiple performance types from theatrical and dance performance to performance of race in everyday life. They will also study and practice at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students will begin to understand performance as both subject matter and method. The course will be structured around discussions, written responses, and performance exercises that help students analyze and practice each methodology. At the end of the semester, students will create final creative research projects that articulate key theories of black performance studies and draw on at least one of the featured performance methodologies. While preference is given to Africana Studies concentrators, students are not required to have prior performance experience.

**Requirements/Evaluation:** class participation, performance exercises, response papers, and a final creative research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **AFR 450 (S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human**

**Cross-listings:** PSCI 372 AFR 450

Primary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter's inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter's work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter's thought for Africana political theory, Afro-futurism, social justice, human rights,

and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

**Requirements/Evaluation:** attendance and participation; a 7-page midterm essay; class presentation; and a final research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators and Political Science majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

PSCI 372 (D2) AFR 450 (D2)

**Attributes:** AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

### **AFR 460 (S) Capstone: Documenting Black**

*Documenting Black* begins with a shared understanding that depicting the stories and lives of Black folks is its own important and necessary creative form. In this Africana Studies capstone seminar we will focus on the art of documentary production as a means through which Black lives are illustrated. We will also explore the historical and conceptual framing of Black experience in the field of documentary studies, consider documentary techniques and methodologies, and discover how artists and creatives have used the medium of documentary to interpret Black diasporic life. This course is a practicum that will culminate with students writing, designing, editing, and producing a documentary short of 3-5 minutes.

**Requirements/Evaluation:** In addition to weekly course sessions, for the final project students will submit a documentary short of 3-5 minutes, which students will write, design, edit, and produce.

**Prerequisites:** Must be an Africana Studies concentrator

**Enrollment Limit:** 12

**Enrollment Preferences:** As this is a capstone designed for Africana Studies concentrators, priority will be given to third and fourth year students who have declared the concentration.

**Expected Class Size:** 10

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

**Distributions:** (D2)

**Attributes:** AFR Core Electives

Spring 2023

SEM Section: 01 Cancelled

### **AFR 494 (S) Honors Dossier**

Candidates for honors in Africana Studies must do W31 for the winter study period and 494 the following spring.

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

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA James A. Manigault-Bryant

### **AFR 497 (F) Independent Study: Africana Studies**

Africana Studies independent study

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

**Distributions:** (D2)

**Attributes:** AFR Core Electives

Fall 2022

IND Section: 01 TBA Rhon S. Manigault-Bryant

**AFR 498 (S) Independent Study: Africana Studies**

Africana Studies Independent Study

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

**Distributions:** (D2)

**Attributes:** AFR Core Electives

Spring 2023

IND Section: 01 TBA James A. Manigault-Bryant

**Winter Study -----**

**AFR 24 (W) Touring Black Environmental Futures in the New South**

This course will address three critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion, particularly in Florida?; and (3) How do Black religious communities see themselves in relation to broader environmental inequities? To address these questions, we will travel to Florida's west coast and visit different Black church communities living in toxic environments. This includes The Life Center, a "mega-church" in Eatonville that sits near Tangelo Park, a neighborhood exposed to contaminants from weapons manufacturing; and Bryant Chapel Christian Methodist Episcopal Church (CME), a small mainstream denominational church in Tallevast, site of a high profile case of groundwater contamination from beryllium engineering. Students will attend worship services at each church, and when possible, interview local residents about the role their faith plays in their weathering the challenges of environmental pollution. In addition to learning about Black religion along the west coast of Florida, students will visit and tour local historical sites significant to Black religious experiences, and meet with local academics, archivists, and leaders. Sites include: touring the Zora Neale Hurston National Museum of the Fine Arts in Eatonville; visiting the Public Archaeology Lab at New College of Florida with Professor Uzi Baram; and touring the Family Heritage Museum at the State College of Florida with Kathie F. Marsh. During the final two weeks of the course, students will be paired to conduct research in Tallevast in one of four areas--documentary film production, targeted investigations into local archives, structured interviews with residents, and soil, water, and air testing. Students will have access to an electronic reading packet that will ground them briefly, though comprehensively, on Florida's history of Black religious expressions.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** No previous experience is necessary. We especially invite students who are interested in experiential learning.

**Enrollment Limit:** 10

**Enrollment Preferences:** We will review application essays and hold interviews with the top 10 applicants. Preference will be given to majors and concentrators in Africana Studies, Religious Studies, and Environmental Studies.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$4,300

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

Winter 2023

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

**AFR 30 (W) Sen Project: Africana Studies**

To be taken by students registered for Africana Studies 491 who are candidates for honors.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA James A. Manigault-Bryant

**AFR 99 (W) Ind Study: Africana Studies**

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

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA James A. Manigault-Bryant

## **AMERICAN STUDIES (Div II)**

**Chair: Professor Jan Padios**

- Stefan B. Aune, Visiting Assistant Professor of American Studies
- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Souhail Chichah, Visiting Lecturer in American Studies
- Kelly I. Chung, Assistant Professor of American Studies
- Cassandra J. Cleghorn, Senior Lecturer in English and American Studies; affiliated with: English, American Studies
- Eli Nelson, Assistant Professor of American Studies; on leave 2022-2023
- Jan Padios, Chair and Associate Professor of the American Studies Program
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; affiliated with: Political Science, American Studies
- Christina E. Simko, Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies; on leave 2022-2023
- Selamawit D. Terrefe, Mellon Just Futures Fellow
- Dorothy J. Wang, Professor of American Studies; on leave 2022-2023

### **GENERAL PROGRAM DESCRIPTION**

The American Studies Program, a ten-course major, uses interdisciplinary approaches to develop students' understanding of the complexity of the culture(s) usually labeled "American." Examining history, literature, visual media, performance, and other forms of expression, we explore the processes of cultural definition as contested by diverse individuals and groups. We ask new questions about aspects of American life long taken for granted; we also use American culture as a laboratory for testing classic and contemporary theories about how cultures work.

### **NON-MAJORS, FIRST-YEAR STUDENTS, AND SOPHOMORES**

America: the Nation and Its Discontents, our introductory course, is open to non-majors including first-year students, who are especially encouraged to take the class. All elective courses are open to students who meet the requirements or prerequisites specified in the course description. American Studies 301, the junior seminar required of majors, is open to non-majors with permission of the instructor.

### **COURSES AND COURSE NUMBERING**

American Studies offers courses at all levels. Our 100-level electives, which give preference to first-year students, explore a substantive topic in-depth without seeking to introduce the field as a whole. Our introductory course, AMST 101, explores broad patterns of power and imagination, struggle and social change in American culture but also introduces the interdisciplinary approach and diverse cultural artifacts, genres, and media that distinguish American Studies as a form of inquiry. Both this course and our occasional 200-level electives are appropriate for students at all levels, including first-years. The intermediate electives at the 300-level are offered primarily for juniors and seniors, although, when space and instructor policy permits, they are open to sophomores. All majors are required to take AMST 301, the junior seminar, which teaches students how to employ theories and methods central to the field. The 400-level courses designated as senior seminars are designed for senior majors, though other students (majors and non-majors) with appropriate preparation are typically welcome in these courses as well.

### **THE MAJOR**

#### **Required Courses**

American Studies 101, America: the Nation and Its Discontents

American Studies 301, Junior Seminar

One 400-level course designated Senior Seminar

#### **Elective Courses**

Seven courses: four should be chosen from your primary specialization field; the remaining three electives must represent each of the remaining three fields, to ensure breadth of your study. At least one of your seven electives should cover pre-1900 American history or culture.

### **THE DEGREE WITH HONORS IN AMERICAN STUDIES**

#### **ELIGIBILITY AND APPLICATION FOR HONORS**

Candidates for honors in American Studies will undertake a substantial, year-long, independent project during their senior year. Applicants should have a consistent record of high achievement in courses taken for the major, and normally will have done work in the field of study of their proposed thesis. Students who wish to write or produce an honors project should consult with both the chair and a prospective faculty adviser in the fall or winter of their junior year. Students who wish to pursue honors must submit a brief proposal describing their project to the Chair of the American Studies Program by the time of spring registration of their junior year. Final admission to the honors thesis program will depend on the AMST advisory committee's assessment of the qualifications of the student and the merits and feasibility of the project (including the availability of relevant faculty advisers). If your thesis is approved, you will enroll in AMST 491/Winter Study/AMST 492. These courses, taken together, count as one of your required electives.

### **TIMELINE FOR AMERICAN STUDIES HONORS THESIS STUDENTS**

The fall and winter study deadlines vary widely, depending on your own rhythms, the timing of your meetings with your adviser, etc. The first part of the fall is typically devoted to refining the questions at the heart of your project, and the scope of your argument (including literature review, archival research, etc.) Most students begin this work over the summer. We encourage our students to start writing as soon as possible. Typically, we aim to have students write a draft of one substantive chapter and the introduction by the end of finals week in fall semester, though some have produced two substantive chapter drafts instead.

January is very important. Many pages of new writing and editing of previous work will can be done in this period. Occasionally, seniors will meet together in an informal thesis colloquium. The goal for Winter Study, generally speaking, is to know by the end of it what you will need to write in the last push as Spring semester begins. Your biggest push will come in February and March. All writing and revisions should be done by the end of spring break. Here are the approximate deadlines :

- Immediate after Spring Break: draft of entire thesis is due to your adviser and your two readers;
- Two – three weeks later: deadline for readers to respond to you with comments/suggestions;
- Wednesday of the last week of classes: final version of thesis due to readers.

Senior thesis writers will share their work with interested faculty and students in a public presentation in the last weeks of the spring semester. Designation of Honors or Highest Honors will be decided by the faculty at the end of the semester.

### **ADVISING**

All majors will be assigned a faculty adviser. Majors must meet with their adviser during the first week of classes during the fall semester and at the time of the spring semester registration period in order to have their courses and plans for the American Studies major approved. Both majors and non- majors are encouraged to talk at any time with the program chair or other affiliated faculty about the major.

### **AMERICAN STUDIES AND OTHER PROGRAMS**

Students majoring in American Studies are encouraged to consider pursuing concentrations in Africana Studies, Environmental Studies, Latina/o Studies, Performance Studies, and Women's, Gender and Sexuality Studies. Many of the courses counted for those concentrations may also earn credit toward the American Studies major.

### **STUDY AWAY FROM WILLIAMS**

We encourage students to pursue cross-cultural comparative studies. A major in American Studies can be combined with study away from Williams for a semester or a year if plans are made carefully. Many courses that will be approved for College credit may also count toward the American Studies major. Many of the courses offered by Williams at Mystic Program also count toward the major. Please see the chair if you have questions about how your study abroad may enhance your American Studies experience.

Students planning to be away in the junior year should have taken American Studies 101 before they leave; those who can take the Junior Seminar before they go away are strongly encouraged to do so. Students should consult as early as possible with the chair or their adviser about their plans for fulfilling the requirements of the major.

### **SPECIALIZATION FIELDS**

To provide focus for work in the major, each student will choose one of the specialization fields listed below and record this choice when registering for the major. (This commitment can be revised, in consultation with the chair.) At least four electives should be taken from this primary field.

### **ARTS IN CONTEXT**

This specialization is for students interested in American arts, literature and media. Its approaches are interdisciplinary: it trains students to examine cultural artifacts with attention to aesthetic form and to the contexts—historical, social, political—that determine and situate those forms. Broadly, it asks how history has shaped the arts and media and how the arts and media have shaped how we think and who we are. Students in this specialization take courses across a range of genres and media: poetry, fiction, music, film and video, pop culture, visual culture, performance,

experimental and activist art.

## Elective Courses

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

[AFR 205 / WGSS 207 TUT She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 208 / AMST 208 / REL 262\(S\) TUT Time and Blackness](#)

Taught by: TBA

[Catalog details](#)

[AFR 221 / REL 263\(F\) SEM Giving God a Backbeat: Rap Music, Religion & Spirituality](#)

Taught by: TBA

[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261 SEM Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 302\(S\) SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AMST 128 / COMP 128 / ENGL 128 SEM Reading Asian American Literature](#)

Taught by: Anthony Kim

[Catalog details](#)

[AMST 142 / STS 142 TUT AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 300 / ENGL 300 / COMP 357 SEM Re/Generations I: Memory Against Forgetting and the Global American Empire](#)

Taught by: Anthony Kim

[Catalog details](#)

[AMST 307 SEM Experimental African American Poetry](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 321 / STS 321 SEM Unsettled Futures: Time, Crisis, and Science Fiction from the Margins](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 335 / ARTH 335 SEM Uncovering Williams](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 357 SEM Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self](#)

Taught by: Anthony Kim

[Catalog details](#)

[AMST 403 / AFR 333 / LATS 403 SEM New Asian American, African American, Native American, and Latina/o Writing](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[ARTH 264 / AMST 264 LEC American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 265 / AMST 265 LEC Pop Art](#)

Taught by: C. Ondine Chavoya

[Catalog details](#)

[ARTH 310 / WGSS 312 / AMST 333\(S\) SEM An American Family and "Reality" Television](#)

Taught by: TBA

[Catalog details](#)

[ARTH 462 / AMST 462 / LATS 462 / ARTH 562 SEM Art of California: Pacific Standard Time](#)

Taught by: C. Ondine Chavoya

[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox](#)

[Catalog details](#)

[ENGL 105 / WGSS 105\(F\) SEM American Girlhoods](#)

Taught by: [Kathryn Kent](#)

[Catalog details](#)

[ENGL 129 / AFR 129 SEM Twentieth-Century Black Poets](#)

Taught by: David Smith  
[Catalog details](#)  
[ENGL 204 LEC Hollywood Film](#)

Taught by: James Shepard  
[Catalog details](#)  
[ENGL 210 SEM American Modernism](#)

Taught by: John Limon  
[Catalog details](#)  
[ENGL 220 / AFR 220 / AMST 220\(S\) SEM Introduction to African American Literature](#)

Taught by: TBA  
[Catalog details](#)  
[ENGL 272 / AMST 272 SEM American Postmodern Fiction](#)

Taught by: John Limon  
[Catalog details](#)  
[ENGL 338 / AMST 338\(S\) SEM Literature of the American Renaissance](#)

Taught by: John Limon  
[Catalog details](#)  
[ENGL 372 SEM Documentary Poetry](#)

Taught by: Jessica Fisher  
[Catalog details](#)  
[ENGL 418 / AMST 418 SEM Modernisms and the Archive](#)

Taught by: Bethany Hicok  
[Catalog details](#)  
[ENGL 450 SEM Melville, Mark Twain, & Ellison](#)

Taught by: David Smith  
[Catalog details](#)  
[LATS 203 / ARTH 203 / WGSS 203 / AMST 205\(F\) LEC Chicana/o/x Film and Video](#)

Taught by: C. Ondine Chavoya  
[Catalog details](#)  
[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latina/o/x Language Politics: Hybrid Voices](#)

Taught by: Maria Elena Cepeda  
[Catalog details](#)  
[LATS 346 / AMST 346 SEM Latinas/os and the Media: From Production to Consumption](#)

Taught by: Maria Elena Cepeda  
[Catalog details](#)  
[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: Nelly Rosario  
[Catalog details](#)  
[LATS 358 / ARTH 358\(S\) SEM Latinx Installation and Site-Specific Art](#)

Taught by: TBA  
[Catalog details](#)  
[MAST 231 / ENGL 231\(F, S\) SEM Literature of the Sea](#)

Taught by: Ned Schaumberg  
[Catalog details](#)  
[MUS 151 LEC History of Jazz](#)

Taught by: Kris Allen  
[Catalog details](#)  
[MUS 211\(F\) SEM Music, Nationalism, and Popular Culture](#)

Taught by: Corinna Campbell  
[Catalog details](#)  
[MUS 252 / AFR 242 LEC Introduction to the Music of John Coltrane](#)

Taught by: Kris Allen  
[Catalog details](#)  
[MUS 254 / AFR 254\(S\) SEM Bebop: The \(R\)evolution of Modern Jazz](#)

Taught by: Kris Allen  
[Catalog details](#)  
[MUS 279 TUT American Pop Orientalism](#)

Taught by: W. Anthony Sheppard  
[Catalog details](#)  
[THEA 275 TUT American Drama: Hidden Knowledge](#)

Taught by: TBA  
[Catalog details](#)  
[THEA 330 / COMP 330 / AMST 331 SEM New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City](#)

Taught by: Deborah Brothers  
[Catalog details](#)

## COMPARATIVE STUDIES IN RACE, ETHNICITY, AND DIASPORA

This interdisciplinary specialization examines the role of race, ethnicity, and diasporic movements in the construction of American identities. Students explore how experiences and concepts of race and ethnicity are transformed through the processes of diaspora and immigration. These courses may encompass a broad spectrum of fields such as history, literature, religion, politics, anthropology, gender studies, media and the performing arts, among others. NOTE: Concentrators in this area are required to take a combination of courses that will allow them to comparatively assess the experiences of at least two ethno-racial groups in the Americas.

### Elective Courses

[AFR 132 / AMST 132 / PSCI 132 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Allison Guess](#), [Keston Perry](#)

[Catalog details](#)

[AFR 208 / AMST 208 / REL 262\(S\) TUT Time and Blackness](#)

Taught by: TBA

[Catalog details](#)

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261 SEM Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 302\(S\) SEM Complexion Complexities: Colorism in Literature, Lyrics & Everyday Life](#)

Taught by: TBA

[Catalog details](#)

[AFR 320 / AMST 320 / WGSS 320\(S\) SEM Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture](#)

Taught by: TBA

[Catalog details](#)

[AFR 321 SEM Trending Black: Race & Social Media in the 21st Century](#)

Taught by: [VaNatta Ford](#)

[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 332 \(Anti-\)Imperialism, Race, and the Archive](#)

Taught by: TBA

[Catalog details](#)

[AFR 360 / LEAD 360 / PHIL 360 / PSCI 370 SEM The Political Thought of Frantz Fanon](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 405\(F, S\) SEM CAPSTONE: Africana Studies and the Disciplines](#)

Taught by: [James Manigault-Bryant](#)

[Catalog details](#)

[AMST 125\(F\) SEM Introduction to Asian American Studies](#)

Taught by: [Kelly Chung](#)

[Catalog details](#)

[AMST 142 / STS 142 TUT AlterNatives: Indigenous Futurism and Science Fiction](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 146\(F, S\) SEM Introduction to Native American and Indigenous Studies](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[AMST 202 / AFR 209 SEM Introduction to Racial Capitalism](#)

Taught by: TBA

[Catalog details](#)

[AMST 209 SEM Introduction to Black, Brown, and Queer Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 223 SEM Eating Empire: Asian/Pacific Islander/American Foodways and Culture](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 243 / AFR 243 SEM Asian/American and Black Literary and Cultural Thought](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 307 SEM Experimental African American Poetry](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 321 / STS 321 SEM Unsettled Futures: Time, Crisis, and Science Fiction from the Margins](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 325 / PSCI 333 / AFR 344 SEM Asian/African American Cultural and Political Theory](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 345 / GBST 344 / AFR 353\(F, S\) SEM Capitalism and Racism in the American Context and Beyond: A Global Approach](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 353 / STS 353 SEM Is Science Native to Turtle Island? The History of Native Science in North America](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 357 SEM Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 359 / AFR 351 SEM Spirits of Rebellion: The L.A. Rebellion Filmmakers](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 382 / COMP 382 SEM Transnational Asian/American Film and Video](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 403 / AFR 333 / LATS 403 SEM New Asian American, African American, Native American, and Latina/o Writing](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 405 SEM Critical Indigenous Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[ENGL 220 / AFR 220 / AMST 220\(S\) SEM Introduction to African American Literature](#)

Taught by: TBA

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265 SEM Race, Power, & Food History](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[HIST 152 / WGSS 152 SEM The Fourteenth Amendment and the Meanings of Equality](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[HIST 167 / AFR 167 / AMST 167 SEM Let Freedom Ring? African Americans and Emancipation](#)

Taught by: [Gretchen Long](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322 SEM Race, Culture, Incarceration](#)

Taught by: TBA

[Catalog details](#)

[LATS 105\(F\) LEC Latina/o Identities: Constructions, Contestations, and Expressions](#)

Taught by: [Edgar Sandoval](#), [Carmen Whalen](#)

[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205\(F\) LEC Chicana/o/x Film and Video](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[LATS 224 / AMST 224 / REL 224\(S\) SEM U.S. Latinx Religions](#)

Taught by: [Efrain Agosto](#)

[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latina/o/x Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 286 / HIST 286 LEC Conquests and \(Im\)migrations: Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 313 / AMST 313 / WGSS 313 / AFR 326\(S\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 327 / REL 314 / AMST 327 / AFR 357 SEM Racial and Religious Mixture](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[LATS 346 / AMST 346 SEM Latinas/os and the Media: From Production to Consumption](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411 SEM Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[MUS 151 LEC History of Jazz](#)

Taught by: [Kris Allen](#)

[Catalog details](#)

[PSCI 248 TUT The USA in Comparative Perspective](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSYC 341 / WGSS 339 LEC Stereotypes, Prejudice, and Discrimination](#)

Taught by: [Steven Fein](#)

[Catalog details](#)

[REL 237 / AFR 237 / AMST 237 SEM Islam in the United States: Race, Religion, Politics](#)

Taught by: [Zaid Adhami](#)

[Catalog details](#)

## CRITICAL AND CULTURAL THEORY

Critical and cultural theory is for students who want their American Studies work to combine philosophy, aesthetics, and social thought. Its approach is methodological, conceptual, and problem-driven. Students combine courses in feminist theory, anti-imperial and postcolonial theory, literary theory, critical race theory, queer theory, psychoanalysis, Marxism, and other counter-traditions in political theory and philosophy.

## Elective Courses

[AFR 132 / AMST 132 / PSCI 132 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 299 / PSCI 233 / REL 261 SEM Rastafari: Dread, Politics, Agency](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 360 / LEAD 360 / PHIL 360 / PSCI 370 SEM The Political Thought of Frantz Fanon](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AMST 209 SEM Introduction to Black, Brown, and Queer Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 219 / WGSS 217 / RUSS 218 SEM Extreme Persuasions: The Far Right in the United States and Russia](#)

Taught by: [Alexandar Mihailovic](#)

[Catalog details](#)

[AMST 243 / AFR 243 SEM Asian/American and Black Literary and Cultural Thought](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 260 / WGSS 262 SEM Indigenous Feminisms](#)

Taught by: [Margaux L Kristjansson](#)

[Catalog details](#)

[AMST 321 / STS 321 SEM Unsettled Futures: Time, Crisis, and Science Fiction from the Margins](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 325 / PSCI 333 / AFR 344 SEM Asian/African American Cultural and Political Theory](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 345 / GBST 344 / AFR 353\(F, S\) SEM Capitalism and Racism in the American Context and Beyond: A Global Approach](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[AMST 353 / STS 353 SEM Is Science Native to Turtle Island? The History of Native Science in North America](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 359 / AFR 351 SEM Spirits of Rebellion: The L.A. Rebellion Filmmakers](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 365 / ENGL 320 / AFR 365 / GBST 365\(F\) SEM Race and Psychoanalysis: Slavery and the Psyche](#)

Taught by: [Selamawit Terrefe](#)

[Catalog details](#)

[AMST 382 / COMP 382 SEM Transnational Asian/American Film and Video](#)

Taught by: [Anthony Kim](#)

[Catalog details](#)

[AMST 405 SEM Critical Indigenous Theory](#)

Taught by: [Eli Nelson](#)

[Catalog details](#)

[AMST 407\(S\) SEM Colonialism and Critical Theory](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[ANSO 305\(F\) SEM Social Theory](#)

Taught by: [Olga Shevchenko](#)

[Catalog details](#)

[ANTH 328 TUT Emotions and the Self](#)

Taught by: [Peter Just](#)

[Catalog details](#)

[COMP 380 / ENGL 370 SEM Literary and Critical Theory in the Twentieth Century](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[ENGL 113 / AMST 113 / WGSS 113\(F\) SEM The Feminist Poetry Movement](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 117 / COMP 117\(F\) SEM Introduction to Cultural Theory](#)

Taught by: [Christian Thorne](#)

[Catalog details](#)

[ENGL 230 / COMP 240 SEM Introduction to Literary Theory](#)

Taught by: [Christopher Pye](#)

[Catalog details](#)

[ENGL 302 / AMST 310 / WGSS 330\(S\) SEM "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENGL 340 / AMST 340 / WGSS 340 / COMP 342 SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[ENVI 348 / AMST 347 SEM Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience](#)

Taught by: [April Merleaux](#)

[Catalog details](#)

[INTR 320 / AMST 308 / LEAD 319 / PSCI 376\(S\) SEM The Impact of Black Panther Party Intellectuals on Political Theory](#)

Taught by: [Joy James](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322 SEM Race, Culture, Incarceration](#)

Taught by: [TBA](#)

[Catalog details](#)

[INTR 343 / AFR 343 / AMST 343 / WGSS 343\(S\) TUT Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: [Joy James](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 379 / AMST 379 SEM American Pragmatism](#)

Taught by: [Steven Gerrard](#)

[Catalog details](#)

[POEC 250 / PSCI 238 / ECON 299\(F\) SEM Economic Liberalism and Its Critics](#)

Taught by: [William Gentry](#), [James Mahon](#)

[Catalog details](#)

[PSCI 235 / ENVI 235 SEM Survival and Resistance: Environmental Political Theory](#)

Taught by: [TBA](#)

[Catalog details](#)

[PSCI 273 / ENVI 273 / STS 273 SEM Politics without Humans?](#)

Taught by: [Laura Ephraim](#)

[Catalog details](#)

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

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 330 / GBST 330 SEM American Political Thought in Hemispheric Context](#)

Taught by: Arturo Chang

[Catalog details](#)

[PSCI 331 / AMST 349 / STS 349 SEM The Politics of Algorithms](#)

Taught by: [Mark Reinhardt](#)

[Catalog details](#)

[WGSS 202\(F, S\) SEM Foundations in Sexuality Studies](#)

Taught by: [Abram Lewis](#)

[Catalog details](#)

[WGSS 208 / AMST 206 / ENGL 208 / STS 208\(S\) SEM Designer Genes](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

## SPACE AND PLACE

This route focuses on the human landscape and the built environment. Courses listed below variously undertake the reading of geographical regions, patterns of habitation, imagined spaces, property relations and/or artifacts.

### Elective Courses

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[AMST 200 SEM Ethnographic Directions in American Studies](#)

Taught by: TBA

[Catalog details](#)

[AMST 335 / ARTH 335 SEM Uncovering Williams](#)

Taught by: [Dorothy Wang](#)

[Catalog details](#)

[AMST 367\(F\) SEM Colonialism and the Environment](#)

Taught by: [Stefan Aune](#)

[Catalog details](#)

[ARTH 264 / AMST 264 LEC American Art and Architecture, 1600 to Present](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 405\(F\) SEM Seminar in Architectural Criticism](#)

Taught by: [Michael Lewis](#)

[Catalog details](#)

[ARTH 462 / AMST 462 / LATS 462 / ARTH 562 SEM Art of California: Pacific Standard Time](#)

Taught by: C. Ondine Chavoya

[Catalog details](#)

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

Taught by: [Michael Conforti](#)

[Catalog details](#)

[ECON 383 LEC Cities, Regions and the Economy](#)

Taught by: [Stephen Sheppard](#)

[Catalog details](#)

[ENGL 312 / ENVI 315 SEM Ecocriticism](#)

Taught by: [Jessica Fisher](#)

[Catalog details](#)

[ENGL 378 / ENVI 378 SEM Nature/Writing](#)

Taught by: David Smith

[Catalog details](#)

[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Brittany Meché](#), [Laura Martin](#)

[Catalog details](#)

[ENVI 291 / REL 291 / SOC 291\(S\) TUT Religion and Ecology in America](#)

Taught by: TBA

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[ENVI 402 / AMST 406\(F\) CON Environmental Planning Workshop: Community-Based Project Experience](#)

Taught by: [Sarah Gardner](#)  
[Catalog details](#)  
[GEOS 301 / ENVI 205 LEC Geomorphology](#)

Taught by: [José Constantine](#)  
[Catalog details](#)  
[HIST 372\(F\) SEM The North American West: Histories and Meanings](#)

Taught by: [Karen Merrill](#)  
[Catalog details](#)  
[HIST 379 / AFR 379 / WGSS 379 LEC Black Women in the United States](#)

Taught by: [Gretchen Long](#)  
[Catalog details](#)  
[HIST 478 / AMST 478 / ENVI 478 SEM Cold War Landscapes](#)

Taught by: [Karen Merrill](#)  
[Catalog details](#)  
[HIST 491 / AMST 490 / ENVI 491\(S\) TUT The Suburbs](#)

Taught by: [Karen Merrill](#)  
[Catalog details](#)  
[INTR 322 / PSCI 313 / AFR 322 / AMST 322 SEM Race, Culture, Incarceration](#)

Taught by: TBA  
[Catalog details](#)  
[LATS 358 / ARTH 358\(S\) SEM Latinx Installation and Site-Specific Art](#)

Taught by: TBA  
[Catalog details](#)  
[MAST 352 / HIST 352\(F, S\) SEM American Maritime History](#)

Taught by: [Sofia Zepeda](#)  
[Catalog details](#)  
[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[PSYC 346 / ENVI 346\(F\) SEM Environmental Psychology](#)

Taught by: [Kenneth Savitsky](#)  
[Catalog details](#)  
[SOC 216\(F\) SEM The City](#)

Taught by: [Marketa Rulikova](#)  
[Catalog details](#)  
[THEA 330 / COMP 330 / AMST 331 SEM New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City](#)

Taught by: Deborah Brothers  
[Catalog details](#)

### **AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)**

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly reading questions or discussion posts, and series of written assignments (three 3-page papers; and one 5- to 7-page paper)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, and citizenship in the U.S., and in its recognition and analysis of resistance to such inequities.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

**AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

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

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

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

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

**AMST 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)**

**Cross-listings:** AMST 114 LATS 114

**Secondary Cross-listing**

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

**Class Format:** discussion

**Requirements/Evaluation:** two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** LATS concentrators by seniority; AMST majors by seniority

**Expected Class Size:** 12

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

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

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

AMST 114 (D2) LATS 114 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

**Attributes:** LATS Core Electives

**Not offered current academic year**

**AMST 125 (F) Introduction to Asian American Studies (DPE)**

Who or what constitutes "Asian American"? Centering this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies. Focusing on foundational texts and cultural production in the field--legal documents, scholarship, film, poetry, and visual and performance art--we will ask who has been included/excluded from this category and trace the shifting constructions of Asian American from the 19th century onward in tandem with other markers of difference, including gender, sexuality, religion, ability, class, and location. Each week, we will study how these constructions have been shaped by ongoing systems of migration, imperialism, settler colonialism, war, racial capitalism, housing, and affirmative action. We will also examine how this term has been fundamentally reimagined and remade. Over the course, we will approach this core question transnationally, hemispherically, and relationally alongside other racial formations.

**Requirements/Evaluation:** weekly readings, class discussions, weekly discussion posts, in-class presentation, midterm paper, and a final paper or creative project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over enrolled: first-year students, AMST majors, or students with demonstrated interest in Asian American studies

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course examines "Asian" and "Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced

uneven power relations and access to resources.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kelly I. Chung

### **AMST 128 (S) Reading Asian American Literature**

**Cross-listings:** COMP 128 ENGL 128 AMST 128

#### **Primary Cross-listing**

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective AMST or ENGL majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

COMP 128 (D2) ENGL 128 (D1) AMST 128 (D2)

**Attributes:** AMST Arts in Context Electives

**Not offered current academic year**

### **AMST 132 (S) Contemporary Africana Social and Political Philosophy**

**Cross-listings:** AMST 132 PSCI 132 AFR 132

#### **Secondary Cross-listing**

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy: the African, Afro-North American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Dionne Brand, Aimé Césaire, Angela Davis, Édouard Glissant, Kwame Gyekye, Paget Henry, bell hooks, Katherine McKittrick, Charles Mills, Nkiru Nzegwu, Oyèrónke Oyewùmí, Ngũgĩ wa Thiong'o, Cornel West, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

**Requirements/Evaluation:** attendance and participation, two 5- to 7-page essays, and one 10-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

AMST 132 (D2) PSCI 132 (D2) AFR 132 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

### **AMST 135 (F) Queen Sugar and Black Study**

**Cross-listings:** AFR 135 AMST 135

Secondary Cross-listing

The critically acclaimed and award winning television series, *Queen Sugar*, follows the Bordelon family through its struggles to sustain hold of its ancestral land. An adaptation of the eponymously named 2014 novel by Natalie Baszile, the series will soon enter its seventh and final season. This gateway course to Africana Studies will explore the historical, political, and economic contexts of the making of the series before considering its representations and dramatizations of key topics of Black study: the afterlives of enslavement, plantation regimes, global sugar production, land dispossession, the carceral state, gender and sexualities, kinship, activism, and African-diasporic spiritualities.

**Class Format:** Over the course of the semester, students will be required to watch the entirety of the television series.

**Requirements/Evaluation:** weekly journal entries on episodes (300-500 words); in-class writing reflections; class presentation; final project that expands on a course topic

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** This seminar is designed for first-year students. Should the course be overenrolled, students will be selected after an interview with the instructor.

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

AFR 135 (D2) AMST 135 (D2)

**Attributes:** AFR Core Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm James A. Manigault-Bryant

### **AMST 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)**

**Cross-listings:** AMST 142 STS 142

Primary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

**Requirements/Evaluation:** attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your

partner's writing

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** American Studies majors and Science and Technology Studies concentrators

**Expected Class Size:** 10

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

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

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

AMST 142 (D2) STS 142 (D2)

**Difference, Power, and Equity Notes:** This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **AMST 146 (F)(S) Introduction to Native American and Indigenous Studies (DPE)**

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

**Requirements/Evaluation:** Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors or first- and second-year students

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

**AMST 157 (S) 1960s and U.S. History (WS)****Cross-listings:** HIST 157 AMST 157**Secondary Cross-listing**

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

**Requirements/Evaluation:** two 3-- to 5--page papers based on readings; a 5-- to 7--page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation**Prerequisites:** first-years**Enrollment Limit:** 19**Enrollment Preferences:** first-years**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 157 (D2) AMST 157 (D2)

**Writing Skills Notes:** Precis and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.**Attributes:** HIST Group F Electives - U.S. + Canada**Not offered current academic year****AMST 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)****Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** First-year students and sophomores**Expected Class Size:** 15**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

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

**Cross-listings:** AFR 167 HIST 167 AMST 167

**Secondary Cross-listing**

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

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

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

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

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

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

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

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

**Not offered current academic year**

**AMST 200 (S) Ethnographic Directions in American Studies (DPE)**

This course introduces students to the practice and politics of ethnography, broadly defined as the study and representation of people, culture, and society. Our approach will be post-positive and interpretive, with attention to the social stakes of ethnographic research and methodology writ large. We begin the semester by looking at the history of ethnographic methodologies in anthropology and sociology, and then examine efforts to decolonize ethnography. We then read several examples of decolonial, feminist, or otherwise critical ethnographic research related to marginalized or minoritized groups in the U.S. -- such as undocumented migrants from Latin America, formerly unhoused Black girls, Diné fighting resource extraction on the reservation, and Cambodian refugees in the Bronx -- along with articles that illuminate issues of power, observation, consent, and representation in ethnographic research. Through readings, discussion, and engagement in ethnographic exercises, students will gain familiarity with the different phases or components of conducting ethnographic research, while also considering different styles of ethnographic production, including creative work. While this course is designed to look specifically at ethnographic directions that intersect with the interdisciplinary field of American Studies, it is open to any student interested in the study of pressing social issues (such as the prison-industrial complex, refugee resettlement, and drug addiction) and creating communities of mutual care and solidarity for surviving, fighting, and quite possibly, solving them.

**Requirements/Evaluation:** Weekly: Average 75 pages of reading; participation in class discussions. Every 3-4 weeks: research assignments. Once per semester: group presentation. End of semester: one 5-page paper.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Enrollment preferences if over enrolled: AMST majors, students seeking methods courses

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course covers ethnographic approaches to understanding social relations and cultural processes, with particular attention to scholarship in which power relations; structural analysis; and race and gender are central.

**Attributes:** AMST Space and Place Electives

Not offered current academic year

**AMST 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

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

**Secondary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

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

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

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

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

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

Fall 2022

TUT Section: T1 TBA Joy A. James

**AMST 202 (S) Introduction to Racial Capitalism** (DPE) (WS)

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

**Primary Cross-listing**

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

through and against a history of racial capitalism that privileges the U.S. nation-state in particular. By the end of this course, students should be able to: detail and analyze the historical development of and resistance to racial capitalism, doing so in relation to the global itineraries of racial slavery, settler colonialism, imperialism, and white supremacy; trace the history of the concept of racial capitalism itself; and identify how the concept continues to shape the field of American Studies.

**Requirements/Evaluation:** Evaluation will be based on the following requirements: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Essay 1--First submission (5 pgs): 10%; Essay--Revision (5 pgs): 10%; Essay 2 (5 pgs): 15%; Essay 3 (5 pgs): 15%.

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

AMST 202 (D2) AFR 209 (D2)

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

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

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Economic Development Studies Electives

Not offered current academic year

### **AMST 205 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

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

**Distributions:** (D2)

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

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

**AMST 206 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

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

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

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

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**AMST 208 (S) Time and Blackness**

**Cross-listings:** AFR 208 AMST 208 REL 262

**Secondary Cross-listing**

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the

Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

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

**Prerequisites:** none

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

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

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

Spring 2023

TUT Section: T1 Cancelled

### **AMST 209 (F) Introduction to Black, Brown, and Queer Theory (DPE)**

Have you ever tried to relate your experiences, rooted in your own complex identities, history, and social networks, to those of others you perceive as different and perhaps allied, but found you lacked some fundamental vocabulary? This is a common problem, even for critical theorists who take as their object of study political, affective, and epistemological structures of difference and power. Critical race, postcolonial, Indigenous, and queer theories have often centered the relationship between the normative and non-normative, between straight and queer, colonizer and colonized, and white and black. Connections between the differently non-normative can sometimes be pushed to the periphery. But what if we were to center that periphery? What views of complex power structures and new avenues of thought and solidarity would arise if we took as our starting point the social and theoretical interconnectedness and overlap of black, brown, and queer folks? This course will serve as an introduction to critical race, postcolonial, Indigenous, and queer theories as conceptually and phenomenologically interlocking and allied fields. By reading with theorists in all these traditions and at their intersections, we will explore how blackness, indigeneity, and brownness are constructed and function in the context of colonialism and settler colonialism, how differently racialized bodies are sexed and sexualized, and how queerness as method can speak across these issues. No background in critical theory is required for this course. We will focus on how to read and discuss theory, and how to think holistically about the structures that work to keep us divided.

**Requirements/Evaluation:** attendance and class participation, two 4-page reflection papers, and a final creative project (TBD with instructor) or take-home exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

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

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

**Difference, Power, and Equity Notes:** This course introduces students to theories of difference and power, such as critical race, postcolonial, Indigenous, and queer theories. The aim of the course is to establish the skills and frameworks needed to think about how these categories and theories interact, overlap, and constitute one another.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

## AMST 211 (S) Race, Environment, and the Body

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

### Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

**Class Format:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

**Expected Class Size:** 20

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

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2023

LEC Section: 01 Cancelled

## AMST 212 (S) Moving While Black

**Cross-listings:** COMP 212 DANC 217 AMST 212 AFR 216

### Secondary Cross-listing

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

**Class Format:** classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

**Requirements/Evaluation:** multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 212 (D1) DANC 217 (D2) AMST 212 (D2) AFR 216 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **AMST 213 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** ASIA 216 GBST 214 ASST 214 THEA 216 AMST 213 ASIA 214 DANC 216

#### **Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 216 (D1) GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D1) ASIA 214 (D1) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Not offered current academic year

### **AMST 214 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

#### **Secondary Cross-listing**

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

**Class Format:** community-based field work

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

### **AMST 217 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 AFR 217 WGSS 219 AMST 217 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 219 (D2) AFR 217 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

### **AMST 219 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** RUSS 218 AMST 219 WGSS 217

Primary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Requirements/Evaluation:** On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 218 (D2) AMST 219 (D2) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

**Attributes:** AMST Critical and Cultural Theory Electives

Not offered current academic year

### **AMST 220 (S) Introduction to African American Literature**

**Cross-listings:** AMST 220 ENGL 220 AFR 220

Secondary Cross-listing

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

**Requirements/Evaluation:** writing assignments for the course will total 20 pages, distributed over three papers

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 220 (D2) ENGL 220 (D1) AFR 220 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Spring 2023

SEM Section: 01 Cancelled

### **AMST 223 (F) Eating Empire: Asian/Pacific Islander/American Foodways and Culture (DPE)**

"War is probably the single most powerful instrument of dietary change in human experience." --Sidney Mintz. Cans of spam, bars of chocolate, and bubbling pots of military stew. A motley mix of sucrose, sodium, monosodium glutamate, and spices; often overprocessed, constantly repackaged, sometimes illicitly exchanged, and daily consumed. In this course, we will take an interdisciplinary approach to exploring the historical processes, social practices, and cultural politics of food in the age of U.S. empire, mapping out reverse pathways from our palates, plates, counters, and kitchens towards the lands and seas that connect the Americas, the Pacific Islands, and Asia in the 20th and 21st centuries. We will examine food through a range of contexts and case studies, including but not limited to scholarship, (auto)ethnography, literature, film, television, advertising, social media,

and blogs. We will ask: how is food entangled within histories and patterns of war, imperialism, settler colonialism, capitalism, diaspora, and migration? What does food tell us about our attachments, investments, and (dis)taste for narratives around democracy and multiculturalism, authenticity and appropriation, gentrification and privilege, "tradition" and change? Finally, how can food help us reimagine the social and political dimensions of the places we live in and nourish pathways to decolonial futures and possibilities? This will be primarily a discussion-based seminar although a minimal amount of cooking may also be required.

**Requirements/Evaluation:** participation (attendance, discussion, posts), reading responses, short video, fieldwork, final analytical paper/project

**Prerequisites:** AMST 101

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultures of these groups.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **AMST 224 (S) U.S. Latinx Religions**

**Cross-listings:** AMST 224 REL 224 LATS 224

Secondary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators and AMST and REL majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 224 (D2) REL 224 (D2) LATS 224 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

### **AMST 225 Black Outside the U.S.**

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within

Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

**Class Format:** seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

**Requirements/Evaluation:** evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** students who have taken other AFR courses, Francophone speakers and students

**Expected Class Size:** 8

**Grading:**

**Distributions:** (D2)

**Attributes:** AFR Core Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **AMST 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** AMST 226 WGSS 226 THEA 226 DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226 (D1) WGSS 226 (D2) THEA 226 (D1) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Not offered current academic year

### **AMST 232 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)**

"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male

establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

**Requirements/Evaluation:** Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** potential sophomore English majors have first choice, then prospective or current American Studies majors

**Expected Class Size:** 19

**Grading:**

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will be paid to drafts and revisions of essays.

**Difference, Power, and Equity Notes:** The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **AMST 233 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233 SOC 230

Secondary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**AMST 234 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession**

**Cross-listings:** ENVI 247 AMST 234 AFR 234 HIST 274

**Secondary Cross-listing**

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 247 (D2) AMST 234 (D2) AFR 234 (D2) HIST 274 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History LATS Countries of Origin + Transnationalism Elect

Fall 2022

STU Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

**AMST 235 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

**Secondary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism,"

which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Allison Guess

**AMST 237 (S) Islam in the United States: Race, Religion, Politics (DPE)**

**Cross-listings:** REL 237 AFR 237 AMST 237

**Secondary Cross-listing**

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, comics, documentaries, films, historical primary-source documents, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

**Requirements/Evaluation:** regular reading responses, midterm essay, final exam/essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors and concentrators in REL, AFR, and AMST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 237 (D2) AFR 237 (D2) AMST 237 (D2)

**Difference, Power, and Equity Notes:** The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **AMST 240 (S) Latina/o/x Language Politics: Hybrid Voices**

**Cross-listings:** AMST 240 COMP 210 LATS 240

Secondary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. How are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Requirements/Evaluation:** participation, two essays, final written reflection

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 240 (D2) COMP 210 (D2) LATS 240 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Maria Elena Cepeda

### **AMST 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

### **AMST 243 (S) Asian/American and Black Literary and Cultural Thought**

**Cross-listings:** AMST 243 AFR 243

#### **Primary Cross-listing**

One durable legacy of white settler colonialism has been to its divide-and-conquer management of minority populations--an amazingly effective strategy still widely practiced in a variety of forms today. While Asian Americans have been deemed "model minorities" in contrast to "unmodel" minorities--namely, African Americans--and racial minorities have been pitted against one another in the oppression Olympics and on the issue of affirmative action, there has, in fact, been a long history of political, literary, and cultural thought that have joined blacks and Asian/Asian Americans, from W.E.B. Du Bois to current ideas about digital possibilities (and constraints). In this course we will examine the theory, political writings, art, music and literature that sprang from and attended the early Marxist-Communist fight for universal brotherhood; movements against colonialism, capitalism, and the Vietnam War; Yellow Power and Black Power; and topics such as black and Asian diasporas, Afro-futurism, multiculturalism, "Afro-pessimism", racial melancholia, and digital futurities.

**Requirements/Evaluation:** one shorter paper (4-6 pages), midterm; final paper/project (10-12 pages), response papers and/or posts on GLOW; participation (class discussion and attendance)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors, sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 243 (D2) AFR 243 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

**Not offered current academic year**

### **AMST 244 (S) What They Saw in America**

**Cross-listings:** SOC 244 AMST 244 HIST 366

**Secondary Cross-listing**

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **AMST 245 (F) Race, Power, & Food History (DPE)**

**Cross-listings:** HIST 265 ENVI 246 AMST 245

Secondary Cross-listing

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

**AMST 249 (F) Asian American Performance: Activism and Aesthetics (DPE)****Cross-listings:** GBST 246 THEA 246 AMST 249**Secondary Cross-listing**

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists *do* politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

**Requirements/Evaluation:** two 5-page critical essays, reading responses, class presentations, and active discussion participation**Prerequisites:** none**Enrollment Limit:** 12**Enrollment Preferences:** sophomores, juniors, and seniors**Expected Class Size:** 12**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 246 (D1) THEA 246 (D1) AMST 249 (D2)

**Difference, Power, and Equity Notes:** Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.**Not offered current academic year****AMST 252 (S) Im/mobilities (DPE) (WS)****Cross-listings:** AMST 252 SOC 252**Secondary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** Given to first-year students and sophomores**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and

drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

**Secondary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

**AMST 260 (F) Indigenous Feminisms (DPE)**

**Cross-listings:** AMST 260 WGSS 262

**Primary Cross-listing**

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

**Attributes:** AMST Critical and Cultural Theory Electives

Not offered current academic year

### **AMST 264 (F) American Art and Architecture, 1600 to Present**

**Cross-listings:** AMST 264 ARTH 264

Secondary Cross-listing

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

**Requirements/Evaluation:** 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

**Enrollment Limit:** 60

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 264 (D1) ARTH 264 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

### **AMST 265 (S) Pop Art (WS)**

**Cross-listings:** AMST 265 ARTH 265

### Secondary Cross-listing

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

**Requirements/Evaluation:** one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Art majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 265 (D1) ARTH 265 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses

Not offered current academic year

### AMST 267 (F) The Roaring Twenties and the Rough Thirties

**Cross-listings:** AMST 267 HIST 266

### Secondary Cross-listing

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** HIST and AMST majors as well as students with demonstrated interest in the material

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 267 (D2) HIST 266 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### AMST 272 (S) American Postmodern Fiction

**Cross-listings:** AMST 272 ENGL 272

### Secondary Cross-listing

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*, Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life Of Oscar Wao*, and Whitehead's *The Underground Railroad*.

**Requirements/Evaluation:** three papers of increasing length and weight, contributions to class discussion

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 272 (D2) ENGL 272 (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories C

Not offered current academic year

### **AMST 275 (S) American Drama: Hidden Knowledge (WS)**

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

**Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre and English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly papers will prompt extensive commentary. The amount of writing in the course will be substantial and well spaced, followed by timely evaluation and suggestions for improvement. The course requires multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Student will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester.

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

### **AMST 276 (S) Southern Literary Aesthetics (DPE) (WS)**

**Cross-listings:** ENGL 275 AFR 275 AMST 276

Secondary Cross-listing

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

**Requirements/Evaluation:** four or five writing assignments that total about 20 pages; discussion facilitation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 275 (D1) AFR 275 (D1) AMST 276 (D2)

**Writing Skills Notes:** Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

**Difference, Power, and Equity Notes:** Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **AMST 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

Secondary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as *Looking for Langston* (Isaac Julien, 1989), *The Watermelon Woman* (Cheryl Dunye, 1996), *U People* (Olive Demetrius and Hanifah Walidah, 2009), *Tongues Untied* (Marlon Riggs, 1989) and *Litany for Survival* (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

**AMST 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 ENGL 300 AMST 300

**Primary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Requirements/Evaluation:** weekly reading responses, midterm and final papers

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 357 (D1) ENGL 300 (D2) AMST 300 (D2)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

**AMST 301 (F) Theories and Methods in American Studies (Junior Seminar)**

This seminar serves as an introduction to theories, methods, sources, and approaches for interdisciplinary research and creativity in and through the interdisciplinary field of American Studies. We will study diverse ways of "doing" American Studies work (including but not limited to visual studies, ethnography, literary studies, theory, or museum studies) and how this work speaks to various intellectual and political priorities within the field. Through readings, discussions, and unit assignments, students will not only deepen their knowledge of American Studies but will also have concrete opportunities to research, explore, experiment, construct arguments, and play. In the process, students will gain a working competence in all four tracks of the major (Space and Place; Comparative Studies in Race, Ethnicity, and Diaspora; Arts in Context; and Critical and Cultural Theory). Topics in the course may include environmental justice, racial formation, social movements, the prison industrial complex, infrastructure, or the aesthetics and form of minority literature.

**Requirements/Evaluation:** Class participation; four unit assignments (media projects, 7-10-min oral presentations, or 3-5 page papers); a final project building on an earlier assignment

**Prerequisites:** AMST 101/201 Intro to American Studies, junior or senior standing, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors majoring in American Studies; Senior American Studies majors needing the course to graduate

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Required of junior majors in American Studies

**Distributions:** (D2)

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Jan Padios

**AMST 303 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** WGSS 309 AMST 303

**Secondary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Class Format:** This class will be taught online only.

**Requirements/Evaluation:** Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**AMST 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

### **AMST 307 (F) Experimental African American Poetry**

**Cross-listings:** AMST 307 ENGL 327 AFR 301

#### **Primary Cross-listing**

Contemporary African American poets in various cities and towns across the nation--from New York City to Los Angeles, from Berkeley to Durham, N.C.--are currently producing a vibrant and thriving body of formally experimental work, yet this poetry is largely unknown to readers both within and outside the academy. This formally innovative poetry defamiliarizes what we normally expect of "black writing" and pushes us to question our assumptions and presumptions about black identity, "identity politics," the avant-garde (for example, is it implicitly raced?), formalism, socially "relevant" writing, the (false) dichotomy of form versus content, the black "community," digital poetics, and other issues of race and aesthetics. We will examine the writings of living poets, who range widely in age, and those of their avant-garde predecessors in the twentieth century. We will also be making links between this poetry and African American music and visual art.

**Requirements/Evaluation:** two papers (6-8 pages and 8-10 pages), short response papers, oral presentation, and class participation

**Prerequisites:** none, though at least one previous literature course preferred

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 307 (D2) ENGL 327 (D1) AFR 301 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

**Not offered current academic year**

### **AMST 308 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

#### **Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*, *Soledad Brother: The Prison Writings of George Jackson*, *Mao's Little Red Book*, *The Communist Manifesto*, *Still Black, Still Strong*, *Imprisoned Intellectuals*, *Comrade Sisters: Women in the Black Panther*

Party.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the

feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

### **AMST 311 Four Poets: Gwendolyn Brooks, Frank O'Hara, Sylvia Plath, and Amiri Baraka**

The study of literature often relies on seemingly "objective" labels to sort and group writers. These four major American poets from the last century were often segregated into different categories: Gwendolyn Brooks (1917-2000) and Amiri Baraka (1934-2014) clumped together as black poets; Sylvia Plath (1932-1963) labelled a "Confessional Poet" and/or taught as a female poet but not a "white poet"; Frank O'Hara (1926-1966), designated a "New York School" poet but not a "white poet" or "male poet." In looking closely at the poetry of these four writers, whose work is usually not taught side by side, we will ask questions about the assumptions implicit in the concepts and categories of American (and English-language) poetics and how literary history usually gets written. For example, who is the presumed "universal" poetic speaker? Who is the assumed reader? Do our attitudes about raced and gendered bodies influence how we read raced and gendered poets? Is a queer poet read with the same particularity as a black poet?

**Requirements/Evaluation:** Two short papers (4-5 pp.) = 25%; One final paper (8-10 pp.) = 50%; Two short response papers = 15%; Participation = 10%

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST majors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2)

Not offered current academic year

### **AMST 313 (S) Gender, Race, and the Power of Personal Aesthetics**

**Cross-listings:** WGSS 313 AFR 326 AMST 313 LATS 313

Secondary Cross-listing

This course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, neoliberal capitalism and class inform standards of beauty and ideas about the body, we will examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American and Asian American female aesthetics reflect the specific circumstances of their creation? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity?

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final written reflection.

**Prerequisites:** LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**AMST 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture**

**Cross-listings:** WGSS 320 AMST 320 AFR 320

**Secondary Cross-listing**

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

**Requirements/Evaluation:** evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors and Africana Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 320 (D2) AMST 320 (D2) AFR 320 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

SEM Section: 01 Cancelled

**AMST 321 (F) Unsettled Futures: Time, Crisis, and Science Fiction from the Margins (DPE)**

**Cross-listings:** STS 321 AMST 321

**Primary Cross-listing**

Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleted many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will

incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

**Requirements/Evaluation:** Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who have taken American Studies 101 and/or Science and Technology Studies 101

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 321 (D2) AMST 321 (D2)

**Difference, Power, and Equity Notes:** This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

### **AMST 322 (S) Race, Culture, Incarceration**

**Cross-listings:** AMST 322 INTR 322 AFR 322 PSCI 313

Secondary Cross-listing

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

Not offered current academic year

### **AMST 323 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

**Cross-listings:** COMP 322 ENGL 356 AFR 323 AMST 323 ARTH 223

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

**Requirements/Evaluation:** class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course is part of the Gaudino Danger Initiative

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 322 (D2) ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **AMST 325 (F) Asian/African American Cultural and Political Theory**

**Cross-listings:** PSCI 333 AFR 344 AMST 325

#### **Primary Cross-listing**

Contrasted as "model minorities" or "incorrigible minorities" Asian Americans and African Americans have been pitted against one another in social standing and political objectives. However, throughout the twentieth century, African/Asian solidarity and alliances existed in political movements and literary and cultural productions. From Ho Chi Minh's anti-lynching writing, the founding conference of the WIDF (Women's International Democratic Federation) in China in 1945, through the Bandung Conference, coalitions against U.S. wars in Southeast Asia, and alignments with Chinese anti-imperialist endeavors, black and Asian peoples have joined in international political formations. Contributions to theory include the writings and activism of Langston Hughes, W.E.B. Du Bois, Richard Wright, Robert Williams, Yuri Kochiyama, Grace Lee and Jimmy Boggs, Ishmael Reed, and Amiri Baraka; films of Bruce Lee; music of Fred Ho; revolutionary praxis of Mao Tse Tung's *Little Red Book* and his writings on art and society; the Marxism of the Black Panther Party; the Afro-futurism of Sun Ra and Samuel Delany; and contemporary "Afro-pessimism." Such cultural works depict futurities and possibilities for Black and Asian diasporas. This seminar examines theory, politics, literature, film, and music produced from and linked to twentieth-century movements against capitalism, racism, colonialism, and imperial wars to think through how Black and Yellow Power have shaped solidarity to challenge white supremacy and racial capitalism. **Requirements:** One midterm paper (5-6 pp.) = 30%; final paper/project (10-12 pp.) with a creative option = 50%; short response paper and GLOW posts = 10%; participation (attendance and class discussion) = 10% Course cap: 19 Priority given to AMST majors, Africana concentrators

**Requirements/Evaluation:** One midterm paper (5-6 pp.) = 30%; Final paper/project (10-12 pp.) with a creative option = 50%; Short response paper and GLOW posts = 10%; Participation (attendance and class discussion) = 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors, Africana concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 333 (D2) AFR 344 (D2) AMST 325 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### **AMST 327 (S) Racial and Religious Mixture (DPE)**

**Cross-listings:** REL 314 LATS 327 AFR 357 AMST 327

### Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

**Class Format:** mostly discussion

**Requirements/Evaluation:** participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 314 (D2) LATS 327 (D2) AFR 357 (D2) AMST 327 (D2)

**Difference, Power, and Equity Notes:** Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives

Not offered current academic year

### AMST 330 (Anti-)Imperialism, Race, and the Archive (DPE) (WS)

What is U.S. imperialism? How are the social relations of racial capitalism important to U.S. imperialism? How have anti-imperial, anti-racist, and anti-capitalist struggles taken shape within, against, and beyond the U.S. nation-state, and how have these struggles shaped the U.S. nation-state itself? Finally, what kind of anti-imperial activist hermeneutics does American Studies offer and how can they be strengthened to reckon with the specific conditions of the U.S. imperial present? Anchored in these questions, this course seeks to introduce students to the history of U.S. imperialism. It does so beyond the traditional understanding of empire as a one-way agglomerating imposition of power in distant areas, and instead accounts for the co-constitution of reigning state-capitalist orders and global processes of spatial and social differentiation. Following such an approach to the history of U.S. imperialism, this course is organized around four time periods: 1770s to 1890s; 1890s to 1930s; 1930s to 1980s; and 1980s to the present. Across each period, we will attend to processes of U.S. imperial expansion, capital accumulation, and racial domination, and resistance to these processes. We will do so using secondary sources and a wide range of primary sources, including published fiction, legal documents, newspaper articles, speeches, films, and photos. By the end of this course, students should be able to detail a genealogy of the U.S. imperial present that accounts for: the significance of imperial and inter-imperial relations in the formation of U.S. national culture, institutions, and public areas such as law and public policy; how U.S. territorial colonialization has underpinned the development of U.S. imperial infrastructure, the imperial state form, and imperial culture; and how U.S. territorial and extraterritorial sovereignty exist in perpetual reaction to the primary claims of Indigenous peoples and other threats to reigning state-capitalist orders.

**Requirements/Evaluation:** Evaluation will be based on the following assessments: Class Participation: 25%; Weekly Response (350-500 words): 25%; Essay 1--First submission (5 pgs.): 10%; Essay 1--Revision (5 pgs.): 10%; Essay 2 (5 pgs.): 15%; Essay 3 (5 pgs.): 15%

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors, students specializing in Native American and Indigenous Studies, Africana majors, History majors,

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Emphasis on writing process and revision: Three thesis papers at 5 pages each (each receiving critical feedback from professor and peers); one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** Throughout, the course addresses the issues of difference, power, and equity amongst groups and the nature of the theoretical tools or perspectives used to understand these issues. It does so familiarizing students with "racial capitalism" as both a way of understanding the historical relationship between race and capitalism, and as an activist hermeneutic to respond to the conditions that American Studies and other fields must reckon with in the present.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

### **AMST 332 (F) (De)colonial Ecologies (DPE) (WS)**

**Cross-listings:** AFR 347 AMST 332 ENVI 332

Primary Cross-listing

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **AMST 333 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

Secondary Cross-listing

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

**AMST 334 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Secondary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**AMST 335 (S) Uncovering Williams**

**Cross-listings:** AMST 335 ARTH 335

**Primary Cross-listing**

Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

**Requirements/Evaluation:** participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

**Prerequisites:** sophomore standing or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 335 (D2) ARTH 335 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

### **AMST 337 (S) Queer in the City (DPE)**

**Cross-listings:** AFR 337 AMST 337 WGSS 346

Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 337 (D2) AMST 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **AMST 338 (S) Literature of the American Renaissance**

**Cross-listings:** AMST 338 ENGL 338

Secondary Cross-listing

The term "American Renaissance" refers to a period of US writing, primarily a couple of decades before the Civil War but extending after it: the time of Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Whitman, Jacobs, and Douglass. At stake throughout was the soul of the nation in a time of exuberant political expansion, spiritual optimism, social experimentation, deadening social conventionality, spiritual constriction, labor exploitation, and slavery. The question repeatedly asked was what it means to be free. The question is personal, political, social, and spiritual, and always, for writers, literary: what are the limits or possibilities of writing freely?

**Requirements/Evaluation:** Three papers: 4 pp., 5 pp., 6-8 pp. Active class participation is expected and rewarded.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; prospective English majors; American Studies majors; Comparative Literature majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 338 (D2) ENGL 338 (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories B

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm John K. Limon

**AMST 340 (S) Elizabeth Bishop in the Americas (DPE)**

**Cross-listings:** ENGL 340 AMST 340 WGSS 340 COMP 342

**Secondary Cross-listing**

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** three hours per week, in addition to small group discussion and archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C GBST Borders, Exiles + Diaspora Studies Electives GBST Latin American Studies Electives

**Not offered current academic year**

**AMST 342 (S) Race, Development, and Food Sovereignty (DPE) (WS)**

**Cross-listings:** AFR 349 ENVI 349 AMST 342

**Primary Cross-listing**

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and

landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Not offered current academic year

### **AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Secondary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

### **AMST 344 (F) Pacific-New England Material Histories (DPE)**

**Cross-listings:** ARTH 344 AMST 344

#### **Secondary Cross-listing**

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

**Requirements/Evaluation:** participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 344 (D1) AMST 344 (D2)

**Difference, Power, and Equity Notes:** This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

**Not offered current academic year**

### **AMST 345 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

#### **Primary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe,

Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

### **AMST 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

#### **Secondary Cross-listing**

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

**AMST 347 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)**

**Cross-listings:** AMST 347 ENVI 348

Secondary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

**Requirements/Evaluation:** one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** none

**Enrollment Preferences:** ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 347 (D2) ENVI 348 (D2)

**Difference, Power, and Equity Notes:** This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**AMST 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals**

**Cross-listings:** COMP 348 AMST 348 LATS 348

Secondary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 348 (D2) AMST 348 (D2) LATS 348 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

### **AMST 349 (F) The Politics of Algorithms**

**Cross-listings:** STS 349 AMST 349 PSCI 331

#### Secondary Cross-listing

Every day, you interact with or through computer algorithms. In ways often obscure to users, they structure communication or conduct in social media, education, healthcare, shopping, entertainment, dating, urban planning, policing, criminal sentencing, political campaigns, government regulation, and war. Moving from the emergence of cybernetics during World War II through such contemporary examples as facial recognition software, this seminar approaches algorithms as complex technological artifacts that have social histories and political effects. Asking *how* algorithms are political and what that tells us about politics today (particularly in the U.S.), we will consider how their design expresses forms of power and their deployment shapes ways of living. What behaviors do different algorithms solicit, reward, discourage, or stigmatize? What kinds of selfhood and relationships do they promote or thwart? How do various algorithms influence political partisanship and beliefs and intersect with existing hierarchies of race, class, gender, and sexuality? When inequities are built into a design, can that be addressed by rooting out "bias," or do such efforts miss something more inherent in the kinds of artifacts algorithms are or what they can be in a capitalist economy? Might developments in artificial intelligence transform our sense of the human or even threaten the species? Many of the seminar's themes, including democracy, power, inequality, judgment, deliberation, publicity, subjectivity, and agency, are central to political theory, but readings and course materials will also be drawn from such fields as media theory, surveillance studies, sociology, American studies, critical data science, film, and contemporary art. The course neither requires nor teaches any computer science skills.

**Requirements/Evaluation:** Class attendance and participation, regular short posts or exercises, and either three eight-page essays or one 8-page essay and one longer final paper.

**Prerequisites:** At least one course in political, cultural, or social theory or the critical study of science and technology, or permission of the instructor. Not open to first-year students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science and American Studies majors and STS concentrators; then qualified students from all other majors welcome, space permitting.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 349 (D2) AMST 349 (D2) PSCI 331 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### **AMST 350 (F) Black Masculinities (DPE)**

**Cross-listings:** AMST 350 ENGL 375 AFR 331 WGSS 318

#### Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people

undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

**Requirements/Evaluation:** students will be responsible for 2 short papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS Majors will get preference, then Juniors and Seniors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

**Difference, Power, and Equity Notes:** This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

### **AMST 351 (F) Queer Tongues & Lavender Linguistics (DPE)**

**Cross-listings:** ANTH 350 AMST 351 WGSS 350

#### Secondary Cross-listing

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**AMST 352 (S) Global Health in the Transpacific (DPE)**

**Cross-listings:** AMST 352 STS 311 ASIA 352

**Secondary Cross-listing**

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

**Requirements/Evaluation:** Reading responses, two short review essays, and one seminar paper

**Prerequisites:** Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

**Enrollment Limit:** 12

**Enrollment Preferences:** Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 352 (D2) STS 311 (D2) ASIA 352 (D2)

**Difference, Power, and Equity Notes:** This course examines the inequalities that shape global health interventions.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

**AMST 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)**

**Cross-listings:** STS 353 AMST 353

**Primary Cross-listing**

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

**Requirements/Evaluation:** attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors and Science and Technology Studies concentrators

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 353 (D2) AMST 353 (D2)

**Difference, Power, and Equity Notes:** This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

**AMST 356 (S) Settler Colonialism, Care, Kinship and Social Reproduction** (DPE) (WS)

**Cross-listings:** AFR 359 AMST 356

Primary Cross-listing

AMST 356 Settler Colonialism, Care, Kinship and Social Reproduction Contemporary understandings of family, kinship and care were shaped through the invasion of the Indigenous Americas and Transatlantic slavery. Indigenous nations came to be understood by anthropologists and settler states as governed by a logic of kinship, and this understanding was weaponized by the US and Canada to target Indigenous governance for elimination. At the same time, dominant kinship narratives were defined by the property claims made upon Black lives under settler law and by the state-enforced maternal inheritance of racialized bondage. This course will analyze kinship and care as both mechanisms of state control of Indigenous and Black lives and lands, and as sites of insurgency against colonial states. We will analyze how Canada and the U.S. have deployed Child Protective Services, reproductive regulation, Boarding Schools, plantation economies, land dispossession, and the prison industrial complex to target Indigenous, Black, Brown, working class and trans/queer support systems. Applying methodologies and theoretical interventions in Indigenous studies, Black studies and critical political economy to primary texts to US and Canadian law, autobiography, and anthropology, our focus will move from 17th and 18th century British colonial law to autobiographical accounts of slavery and emancipation, to Canada's 19th century Indian Act, to mid-20th century social scientific debates on Black and Indigenous families. We will end by thinking about insurgent practices of organizing care and kinship outside and against the confines of whiteness, capital and the state. The pedagogical aims of the course are to illustrate how kinship narratives anchor settler colonial nationhood and property regimes, and to facilitate the development of skills in writing and independent research, primary source analysis, and critical analysis of law, anthropology, and policy.

**Requirements/Evaluation:** Class Participation and three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Prerequisites:** Prerequisites: one or more of the following courses: AMST 146, Introduction to Indigenous Studies or AFR 200, Introduction to Africana Studies; HIST 254 / AMST 254(F), Sovereignty, Resistance, and Resilience: Native American Histories to 1865 or AMST 204:

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors have first priority, AFRICANA majors have second priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course satisfies EITHER the Space and Place elective OR the Comparative Studies in Race, Ethnicity and Diaspora elective

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 359 (D2) AMST 356 (D2)

**Writing Skills Notes:** Explanation: Three critical response papers at three to five pages each (each receiving critical feedback from professor); one response paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process. One final paper (15-20 pages) and one roundtable presentation based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses upon the operations of difference, power and equity in settler colonial governance in the Americas, particularly in terms of how the legal and extralegal regulation of family, kinship and care are sites where racial, colonial, ethnic, gender and sexual difference are produced and reproduced. It aims to provide students with critical tools to become responsible agents of change, by informing them of the ways that concerns for social equity in the field of kinship and family h

**Attributes:** AMST pre-1900 Requirement

Not offered current academic year

**AMST 357 (S) Re/Generations II: Contemporary Experiments in Memory, Trauma, and Self (DPE)**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. In this second part, we convene on a selection from our historical present and explore how categories of *identity* and *experience*, *memory* and *history* are being constructed and deconstructed, reimagined and remade anew. We will ask: how do these authors narrate the overlapping cycles of loss, pain, grief, survival, resilience, and resistance in the face of historical violence? What possibilities for (individual and collective) healing can exist in and beyond the world as we know it? What does it even mean to have or to not have, to find, to lose, to have stolen, to dissolve, and/or to recover a self in a besieged American present-future tense? Texts to be considered may include: *How to Write an Autobiographical Novel* (Alexander Chee); *When They Call You A Terrorist: A Black Lives Matter Memoir* (Patrisse Khan-Cullors and asha bandele); *Heart Berries* (Terese Marie Mailhot); *Know My Name* (Chanel Miller); *On Earth We're Briefly Gorgeous* (Ocean Vuong).

**Requirements/Evaluation:** weekly reading responses, midterm and final papers

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies Majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

**AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race,

sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**AMST 359 (S) Spirits of Rebellion: The L.A. Rebellion Filmmakers** (DPE)

**Cross-listings:** ENGL 357 AFR 351 AMST 359

**Primary Cross-listing**

When Beyoncé unveiled the *Lemonade* visual album in 2016, her production captured the artistic spirit and gave new life to an earlier work: Julie Dash's *Daughters of the Dust* (1991), a luminous film about three generations of the Gullah people and the first motion picture by a Black woman to obtain wide theatrical release in the United States. Many, however, are unaware of the decades-long cinematic movement to which Dash belongs. In this course, we will devote our critical inquiry to the creative output of the L.A. Rebellion, a group of Black cinematic artists trained at the UCLA Film and Television School between the 1960s and 1990s. Our visual journey will take us through a diverse set of filmmakers like Charles Burnett, Ben Caldwell, Barbara McCullough, Julie Dash, Zeinabu irene Davis, Haile Gerima, Alile Sharon Larkin, Billy Woodberry, among many, many others, and how they sought to not only redefine the Black image on-screen but also reimagine the infinite possibilities of Blackness. We will pay close attention to the heterogeneity of genres, styles, and techniques that they put into practice from narrative to neorealism to documentary to avant-garde/experimental to African and African American musical and storytelling traditions. We will explore the various social and political issues that were represented by their films including: racial and class oppression, Black feminisms, Black Power, Afrocentrism, anti-colonialism and decolonization, police brutality and mass incarceration, radical social movements and coalition building, and the importance of community-based art and film practices. Finally, we will touch upon some of the recent works that have been inspired by the L.A. Rebellion, including the aforementioned *Lemonade* and Barry Jenkins' *Moonlight* (2016). Our viewership will be supplemented with readings in Black social and cultural criticism.

**Requirements/Evaluation:** weekly online journal responses (1-2 pages); midterm essay (5-7 pages); final project

**Prerequisites:** AMST 101 and/or 301, critical studies in race and ethnicity or cultural studies, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 357 (D1) AFR 351 (D2) AMST 359 (D2)

**Difference, Power, and Equity Notes:** This course contributes to the Difference, Power, and Equity designation by examining the social, political, cultural, and historical forces that contribute to Black cinematic representation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

**Not offered current academic year**

**AMST 360 (F) The Atlantic World: Connections, Crossings, and Confluences** (DPE)

**Cross-listings:** HIST 361 AMST 360

**Secondary Cross-listing**

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the

Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** will alternate with seminar-type discussion of readings

**Requirements/Evaluation:** active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** sophomore, junior, and senior History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 361 (D2) AMST 360 (D2)

**Difference, Power, and Equity Notes:** This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

**AMST 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

Secondary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**AMST 362 (S) "Rebel Ecologies': Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** WGSS 362 AFR 300 ENVI 300 AMST 362

**Secondary Cross-listing**

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 362 (D2) AFR 300 (D2) ENVI 300 (D2) AMST 362 (D2)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Allison Guess

**AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**AMST 364 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364 WGSS 311

**Secondary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 364 (D2) WGSS 311 (D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

**AMST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Primary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**AMST 366 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Secondary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian

fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

### **AMST 367 (F) Colonialism and the Environment (DPE)**

In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how scholars have crafted narratives that focus on "nature"--both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference for upper-level (Junior/Senior) students

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

**Attributes:** AMST Space and Place Electives

Fall 2022

**AMST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

**Secondary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Requirements/Evaluation:** Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

**Attributes:** HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

**AMST 369 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369 WGSS 332

**Secondary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 369 (D2) WGSS 332 (D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

### **AMST 370 (S) Visual Politics**

**Cross-listings:** PSCI 337 ARTH 337 AMST 370

#### **Secondary Cross-listing**

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Cray, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

**Requirements/Evaluation:** regular, engaged class participation, several Glow posts, and \*either\* three 7- to 8-page papers \*or\* on short and one much longer paper.

**Prerequisites:** at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 337 (D2) ARTH 337 (D2) AMST 370 (D2)

**Attributes:** PSCI Political Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mark T. Reinhardt

### **AMST 376 (F) Landscapes in American Literature**

**Cross-listings:** ENGL 376 STS 377 AMST 376

#### **Secondary Cross-listing**

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will

include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

**Requirements/Evaluation:** discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 376 (D1) STS 377 (D2) AMST 376 (D1)

**Attributes:** ENGL Criticism Courses

Not offered current academic year

### **AMST 379 (S) American Pragmatism**

**Cross-listings:** PHIL 379 AMST 379

Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

**Requirements/Evaluation:** final paper, several short assignments

**Prerequisites:** at least two PHIL courses

**Enrollment Limit:** 25

**Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 379 (D2) AMST 379 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

### **AMST 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions**

**Cross-listings:** AFR 380 WGSS 380 AMST 380 ENGL 381 STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other

academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Marshall Green

### **AMST 382 (S) Transnational Asian/American Film and Video**

**Cross-listings:** AMST 382 COMP 382

#### **Primary Cross-listing**

In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

**Requirements/Evaluation:** attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 382 (D2) COMP 382 (D1)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

**Not offered current academic year**

### **AMST 397 (F) Independent Study: American Studies**

American Studies independent study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jan Padios

**AMST 398 (S) Independent Study: American Studies**

American Studies independent study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Jan Padios

**AMST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**AMST 401 (S) Policing Nations: Indigenous Nations and the Carceral State (DPE)**

This course examines the birth of the prison on Indigenous lands - how the settler carceral state emerged from the legal and political architectures of conquest as well as from Transatlantic slavery. It examines the continuities between the prison, the reservation, the barracks, the plantation, Boarding Schools and foster homes as modes of incarcerating Indigenous life and movements for liberation. To do so, we will be engaging with Indigenous legal theory, movements, and writings on the carceral state, including writings from incarcerated Indigenous intellectuals, Boarding School and foster care survivors, and feminists. Our approach will be rooted in the interdisciplinary practices of Native American and Indigenous Studies, American Studies, legal studies and political theory. This course strives to provide a history of the present through examining the relations, structuring presuppositions, discourses and material edifices of conquest and genocide on Turtle Island and for Indigenous nations in settler states across the globe. We will end

by thinking with Indigenous feminist mappings of abolition and futures beyond the prison house of the settler state. The pedagogical aims of this course will be to illustrate the role of conquest, anti-Indigeneity and settler law in producing the contemporary prison system, and to introduce students to the broad canon of Indigenous legal theory and Indigenous legal traditions that do not proceed from carceral premises. It will aim to facilitate skills in primary source analysis, in proficiency with legal theory, in independent research, and critical analysis of different forms of the carceral state.

**Requirements/Evaluation:** Final Paper: 40%; Weekly Reading Responses 30%; Participation 10%; Seminar Presentations: 20%

**Prerequisites:** At least one of the following: AFRI 234; AMST/AFR 209; AFRI 210; AFR 318:AMST 142: AMST 146; AMST 260; INTR 220/AMST 201; INTR 320/LEAD 319; AMST 356; PSCI 210; INTR/AFR 340

**Enrollment Limit:** 25

**Enrollment Preferences:** AMST Majors;

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers upon the ways that the power is exercised through the prison industrial complex (PIC), education and child protective systems, particularly as it pertains to the way this power has impacted Native American communities, people and nations; it is concerned with understanding the roots of social difference and how Indigenous activists have confronted these institutions.

**Attributes:** AMST 400-level Senior Seminars JLST Interdepartmental Electives

Not offered current academic year

### **AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

#### Primary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

**AMST 403 (S) New Asian American, African American, Native American, and Latina/o Writing**

**Cross-listings:** AMST 403 LATS 403 AFR 333

**Primary Cross-listing**

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

**Requirements/Evaluation:** one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

**Prerequisites:** none but those with some previous experience with literature and/or literary analysis might be helpful

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 403 (D2) LATS 403 (D2) AFR 333 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars LATS Comparative Race + Ethnic Studies Electives

**Not offered current academic year**

**AMST 404 (S) New Works in Asian American Studies (DPE)**

In this seminar, we will consider recent and/or recently intensifying debates, conversations, and intellectual directions in Asian American Studies. Topics may include settler colonialism; indigeneity, the Pacific, and the transpacific; war and refugee experiences; media, including video games; political participation, conservatism, and religion; affirmative action; sexual violence; mental health; and comparative and relational racialization e.g. scholarship at the intersection of Asian American, Latinx, Native American/Indigenous, and African American/Africana studies. We may also consider some new works of Asian American film and literature, and the criticism it generates. Course material will focus on scholarship that critically engage race, gender, sexuality, indigeneity, and/or disability as key terms. Students may be asked to develop a final project or paper based on one of the topics or books covered in the course; review a new work independently; or conduct an interview with an author. Students will gain an understanding of the field's recent concerns but also become familiar with the broader political, social, and cultural contexts from which they emerge.

**Requirements/Evaluation:** In-class participation, weekly response papers, in-class presentation of the reading, final paper or project

**Prerequisites:** AMST125 (Introduction to Asian American Studies) or equivalent from another unit e.g. WGSS

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior American Studies majors; juniors or seniors with demonstrated interest in Asian American Studies (especially previous coursework); seniors majoring in LATS, Africana, WGSS, or doing related independent/Honors coursework

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers Asian American scholarship that foregrounds modes of social difference, systems of power, and formations of identity, solidarity, and community. Students consider how Asian American experiences are shaped by uneven and often unjust social processes, and aspects of identity, such as race, indigeneity, gender/sexuality, class, and religion. Students will also consider Asian American intersections with Indigenous/Native American, Latinx, and African American experience.

**Attributes:** AMST 400-level Senior Seminars

Not offered current academic year

### **AMST 405 (F) Critical Indigenous Theory (DPE)**

Intellectual decolonization is not a bounded project. On one hand, it demands a vocabulary of difference and refusal that rejects colonial theories and epistemologies. On the other, it demands that we interrogate our own intellectual and cultural traditions and trauma. Critical Indigenous theory is a tool in those projects, as it offers a corrective and an opening up of both dominant critical theory traditions that violently erase Indigenous bodies and political realities and of Indigenous theory that can essentialize difference and replicate oppressive dynamics in our communities. Critical Indigenous theory seeks to understand the structures and relations of power in settler colonialism, nested sovereignty, and culturally specific Indigenous philosophical traditions, like Indigenous studies more broadly, but also questions the key concepts that define Indigenous studies: tradition, sovereignty, authenticity, identity, race, gender, and sexuality. In this course, we will read major works in critical Indigenous theory that address indigeneity as it relates to race, postcolonial theory, feminist and two-spirit critique, alternative political engagement with the settler colonial state, and questions of "colonial unknowing." We will work on cultivating the reading practices needed to parse dense theoretical texts, and over the course of the semester you will develop a research project on a topic of your choosing that will allow you to take critical Indigenous theories and employ them as analytic tools and lenses.

**Requirements/Evaluation:** attendance and participation, one discussion prospectus, and a 20-page research paper

**Prerequisites:** junior or senior status and some background in American Studies, Native American Studies, or Critical Theory or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Students will be invited to think deeply about the intersections of race, gender, colonialism, sexuality, and epistemology, and develop skills necessary to identify the theoretical basis of decolonial activism.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Not offered current academic year

### **AMST 406 (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

Secondary Cross-listing

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the *built environment*, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the *natural environment*, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the *social environment*, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies major elective.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 402 (D2) AMST 406 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Senior Seminar EXPE Experiential Education Courses MAST Senior Seminar

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

### **AMST 407 (S) Colonialism and Critical Theory (DPE) (WS)**

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

**Prerequisites:** Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST senior major, but anyone with upper-level humanities training welcome

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

**Attributes:** AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Spring 2023

### **AMST 411 (F) Transnationalism and Difference: Comparative Perspectives**

**Cross-listings:** WGSS 409 LATS 409 AMST 411

#### **Secondary Cross-listing**

In the age of digital communications and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

**Class Format:** This course will follow a discussion format.

**Requirements/Evaluation:** student participation, an original 12-15 page semester-long research paper conducted in stages, and student presentation

**Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 409 (D2) LATS 409 (D2) AMST 411 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

**Not offered current academic year**

### **AMST 418 (S) Modernisms and the Archive**

**Cross-listings:** AMST 418 ENGL 418

#### **Secondary Cross-listing**

This course focuses on American Modernist writers who transformed American literature in the first half of the twentieth century. We explore how these writers--including W.E.B. DuBois, Sterling Brown, Gertrude Stein, José Garcia Villa, Marianne Moore, Nella Larsen, Zora Neale Hurston, Wallace Stevens, Langston Hughes, HD, and others--confronted the experience of modernity in new art that responded to dramatic, often cataclysmic change. We define key markers of the modernist aesthetic, including its formal experimentation and self-reflexivity; and study the sweeping political, social, and cultural events and issues that influenced these writers, including two world wars, rapid industrialization, mass migrations, women's suffrage, Jim Crow racism, and a pandemic. We also look specifically at how the archives of Modernist writers--collected in institutions across the world--have shaped the discourse and narrative arc of literary history. Central to this archive-based discussion, students will have the opportunity to take a deep dive into the Sterling Brown archive here on the Williams College campus. Recently acquired by Williams College Library Special Collections, this significant archive documents the life, work, and poetic practice of African-American writer and educator Sterling Brown, whose poetry and prose spans nearly five decades of the twentieth century. Our class is timed for the opening of the Sterling Brown archive in 2022 and the events and speakers planned on campus for that year, exactly one hundred years after Brown graduated from Williams College in 1922.

**Requirements/Evaluation:** Short papers, writer's notebook, archival presentations, final paper (12-15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 15

**Enrollment Preferences:** English Majors, American Studies Majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 418 (D2) ENGL 418 (D1)

**Attributes:** AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

**AMST 430 (S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

Primary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**AMST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)**

**Cross-listings:** HIST 455 AMST 455

**Secondary Cross-listing**

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

**Requirements/Evaluation:** active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 455 (D2) AMST 455 (D2)

**Difference, Power, and Equity Notes:** This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

**Not offered current academic year**

**AMST 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

### **AMST 478 (S) Cold War Landscapes**

**Cross-listings:** AMST 478 ENVI 478 HIST 478

Secondary Cross-listing

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

**Requirements/Evaluation:** class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, ENVI, and AMST majors if over-enrolled

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 478 (D2) ENVI 478 (D2) HIST 478 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **AMST 490 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and

money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

### **AMST 491 (F) Senior Honors Project: American Studies**

This seminar is the first half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer helpful guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Satisfactory completion of the course will be required for students to continue on in the honors program.

**Requirements/Evaluation:** Satisfactory completion of the course will be required for students to continue on in the honors program.

**Prerequisites:** AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid).

**Enrollment Limit:** 10

**Enrollment Preferences:** AMST Seniors

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Jan Padios

### **AMST 492 (S) Senior Honors Project: American Studies**

This seminar is the second half of a year-long seminar that is required of AMST seniors who have been approved to write an honors thesis (critical-analytical, research-focused, creative, performative, or hybrid). Students will share work, critique each other's proposals and drafts, and support each other in the process of producing a thesis project. Although each student's major work for the year will be focusing on a specific topic with an advisor, the instructor of the honors seminar will offer guidance on more general concerns such as conceptual approaches, research methodologies, creative exploration, the honing of arguments, writing issues, and other theoretical and practical questions. Guest speakers may also be invited to talk to the class.

**Requirements/Evaluation:** Attendance, participation, timely progress on the thesis project

**Prerequisites:** Senior AMST majors who have been approved to write an honors thesis

**Enrollment Limit:** 15

**Enrollment Preferences:** This course is limited to senior AMST majors who have been approved to write an honors thesis.

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 TBA Jan Padios

### **Winter Study -----**

### **AMST 11 (W) Remnants: The Social Life of Sewing**

Weaver Ann Hamilton calls fabric our "second skin." As a baby, you may have been wrapped in a blanket that was stitched by a loved one. More likely, that piece was mass-produced in a distant place, by strangers who labor in conditions you may never know. What does it mean to surround ourselves with objects about which we have no knowledge and to which we have no organic connection? Recently, more and more people are taking up this question -- as makers, historians, entrepreneurs, and activists. In this course, we will become makers as well as students of the crafts we are practicing: quilting, knitting, crocheting, embroidery, cross-stitch, and sewing (by hand and by machine). Just as members of a quilting bee gathered around a frame to assemble fragments collectively, we will talk together as we sew. We will discuss slow fashion and farm-to-closet sustainability, reuse and upcycling, #blackmakersmatter and the intersection of social justice and ecological integrity. We will trade images by our favorite artist-activists, such as quilter Bisa Butler and textile artist Victoria Villasana. We will video conference with makers such as quilter Zak Foster, knitters Denise Bayron and Brandi Cheyenne Harper, recycled-denim artist Eliu Hernandez, and embroiderer Han Cao. We will invite local makers to join us in person. Above all, we will sew, stitch by stitch. Through mindful making, we will reconnect to the magic of objects and the power of community. Note: This class will be a safe space for students of all gender identities and expressions. Reading may include: This Long Thread: Women of Color on Craft, Community and Connection; Fibershed: Growing a Movement of Farmers, Fashion Activists and Makers; Worn: A People's History of Clothing; Threads of Life: A History of the World Through the Eye of A Needle; All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake; Vanishing Fleece; and Knitting for Radical Self Care.

**Requirements/Evaluation:** Final project or presentation. All members will take part in an end-of-term exhibit and slow-fashion show open to the community.

**Prerequisites:** No experience or equipment needed

**Enrollment Limit:** 12

**Enrollment Preferences:** Students will be selected based upon a one-paragraph expression of interest and statement of intention. Preference will be given to students who have little to no experience with needlecraft or making-by-hand. Craft instruction will be provided.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$140

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 Cancelled

**AMST 14 (W) Hybrid Thinking: A Poetry Workshop**

This course takes "hybrid" poetic works--twinned performance poems, prose poems, lyric essays, photos with poems as captions, poems written with two languages, truisms from visual art, films that thread together with poetry--as a point of departure for a poetry workshop. This is an intensive generative poetry workshop for writers of all levels intended to introduce the art of writing poetry and the skills needed for a regular writing practice. Participants will take inspiration from the likes of American writers and artists such as Kazim Ali, Duane Michals, Marlon T. Riggs, and Jenny Holzer for weekly writing exercises and workshops. The class will culminate in a final portfolio of one's work for the month.

**Requirements/Evaluation:** Daily Workshop Participation - 50% Final Portfolio - 50%

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference to students with previous creative writing experience, then seniority.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Yanyi is the author of DREAM OF THE DIVIDED FIELD (One World Random House 2022) and THE YEAR OF BLUE WATER (Yale 2019), winner of the 2018 Yale Series of Younger Poets Prize, a finalist for the 2020 Lambda Literary Award for Transgender Poetry.

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 Cancelled

**AMST 16 (W) Juneteenth/Three Days Before the Shooting...**

Readers waited more than forty years for the follow-up to Ralph Ellison's acclaimed novel, *Invisible Man* (1952). But when he died in 1994, his untitled second novel remained unfinished. However, in years since, material from the manuscript has been published twice: first as *Juneteenth*, edited by Ellison's literary executor, John F. Callahan, which condenses the 2,000 drafted pages of the manuscript into a 368-page novel; then as *Three Days Before the Shooting...*, which is a 1,000-page compilation that includes alternate drafts and deleted scenes. Although very different, both books center on a white-passing, race-baiting US Senator named Adam Sunraider and the man who raised him, a Black Baptist minister named Alonzo Hickman. In this class, we will go back and forth between both texts as we try to answer two questions: (1) What story was Ellison trying to tell? (2) Why was this story so hard to tell as a novel? These questions will urge us to think critically about race, culture and politics, but also literary form and the creative process. This class will meet six hours a week and will require students to complete a creative final project addressing the guiding questions of this class.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William Stahl, PhD, is a Research Associate in the Department of Anthropology and Sociology at Williams College.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

**AMST 30 (W) Senior Honors: American Studies**

To be taken by students registered for American Studies 491 or 492.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Jan Padios

**AMST 99 (W) Independent Study: American Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jan Padios

## ANTHROPOLOGY AND SOCIOLOGY (Div II)

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Chair and Preston S. Parish '41 Third Century Professor of Anthropology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology
- James L. Nolan, Washington Gladden 1859 Professor of Sociology; on leave 2022-2023
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies
- Christina E. Simko, Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies; on leave 2022-2023
- Ben Snyder, Assistant Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

### MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

## Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

### Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

#### Anthropology

ANTH 101 How to Be Human

#### Sociology

SOC 101 Invitation to Sociology

#### Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

### Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

### STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

### AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

### LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

### FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. We credit two, and in special cases three courses.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

## **THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY**

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

### **ANSO 205 (S) Ways of Knowing**

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? How do qualitative and quantitative approaches to social inquiry differ? How are they similar? What is the importance of history to sociological and anthropological research? How do social researchers use archival and other documentary materials to interpret society? What is the relationship between empirical data and the generation of social theory? What are the ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems both abstractly and concretely, through readings in epistemology as well as a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

**Requirements/Evaluation:** full participation in the seminar, several short written assignments, and a final research essay/proposal

**Prerequisites:** ANTH 101 or SOC 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Ben Snyder

### **ANSO 305 (F) Social Theory**

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation-states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.

**Requirements/Evaluation:** full participation in the seminar, regular reading response memos, a class presentation and three papers

**Prerequisites:** ANTH 101 or SOC 101, ANSO 205 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** AMST Critical and Cultural Theory Electives

**Distributions:** (D2)

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

### **ANSO 402 (S) Senior Seminar**

This capstone seminar combines substantive discussion and individual research. Half of the course will be dedicated to discussion of topics of enduring significance to both anthropology and sociology, these topics being selected and readings curated by groups of students as well as the instructor. The other half of the course will be devoted to original individual student projects involving qualitative social science methods (such as participant-observation, archival study, discourse analysis, material culture analysis or ethnographic interviews, among other possibilities). At the end of the course, students will present their projects to the seminar.

**Requirements/Evaluation:** weekly short responses, participation, curation of a thematic unit, individual research project (resulting in 15 page paper or comparable scholarly product), class presentation

**Prerequisites:** only senior majors in Anthropology and Sociology, or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Joel Lee

## ANTHROPOLOGY AND SOCIOLOGY (Div II)

### ANTHROPOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Chair and Preston S. Parish '41 Third Century Professor of Anthropology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology
- James L. Nolan, Washington Gladden 1859 Professor of Sociology; on leave 2022-2023
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies
- Christina E. Simko, Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies; on leave 2022-2023
- Ben Snyder, Assistant Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

### MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The

department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

## **Requirements**

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

### **Core Courses**

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

#### **Anthropology**

ANTH 101 How to Be Human

#### **Sociology**

SOC 101 Invitation to Sociology

#### **Joint Courses**

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

### **Elective Courses**

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

### **STATISTICS AND DATA ANALYSIS**

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

### **AREA STUDIES CONCENTRATION**

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

### **LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY**

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. We credit two, and in special cases three courses.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

**THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY**

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

**ANTH 101 (F)(S) How To Be Human (DPE)**

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

**Requirements/Evaluation:** weekly posts in response to readings, two group presentations, several short writing exercises, final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Joel Lee

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

**ANTH 103 (F) Pyramids, Bones, and Sherds: What is Archaeology?**

Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how

archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of anthropological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

**Requirements/Evaluation:** class presentations, two 12-15pp analytical papers, midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First and second year students.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ANTH 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**

**Cross-listings:** ANTH 134 CHIN 134 COMP 134 REL 134

Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

### **ANTH 138 (F) Spectacular Sex (DPE) (WS)**

**Cross-listings:** WGSS 138 ANTH 138

### Secondary Cross-listing

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Requirements/Evaluation:** weekly response papers; students will also select past papers to develop and rewrite as more formal essays

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 138 (D2) ANTH 138 (D2)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Not offered current academic year

### ANTH 162 (S) Languages of East Asia

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

### Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

**ANTH 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Primary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**ANTH 212 (F) Foundations of China**

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

**Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and

technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### **ANTH 214 (F) The Rise and Fall of Civilizations**

**Cross-listings:** ANTH 214 ENVI 224

Primary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

**Class Format:** Class discussion and debates will complement lectures based on powerpoint presentation.

**Requirements/Evaluation:** midterm, final exam, 15pp analytical paper, two quizzes

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First and second years.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 214 (D2) ENVI 224 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

### **ANTH 215 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based

seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

**Class Format:** community-based field work

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

**ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify

as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

### **ANTH 219 (S) The Art and Archeology of Maya Civilization**

**Cross-listings:** ARTH 209 ANTH 219

**Primary Cross-listing**

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm and final exams, hieroglyphic project, 15pp research paper

**Prerequisites:** none, but an introductory ARTH or ANTH course recommended

**Enrollment Limit:** none

**Enrollment Preferences:** Anthropology/Sociology and Art History majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 209 (D2) ANTH 219 (D2)

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

### **ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

**Secondary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is *minzu*" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

**Requirements/Evaluation:** class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

### **ANTH 225 (F) Ways of Seeing**

This course examines the potential of images for revealing aspects of cultural normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. The central focus of this course is documentary film, and we will consider both the theory and practice of the documentary in the United States and abroad as it has evolved over time and as it is evident in contemporary filmmaking. In the course of the semester, we will examine some of the ways in which filmmakers, and ethnographic filmmakers in particular, have approached the task of documenting and understanding different aspects of social reality. Among the questions that we will consider are the following: What is the relationship between written texts and images? What is it that documentary films "document?" What is the relationship between images and stories, and should the techniques used in fiction films to construct voice, point of view, identification, narrative sequence, etc. apply as well in the creation of nonfiction films? What is the role of film in anthropology, and how does ethnographic filmmaking relate to anthropology and to the broader documentary film tradition? In the last part of the course, we will consider the proliferation of cell phone videos and platforms such as Youtube and Instagram and their significance for the documentary film genre more generally.

**Requirements/Evaluation:** Weekly response/critiques of assigned films, a longer written paper (10-12 pages) or video essay of comparable scope

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology/Sociology majors, open to first-year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ANTH 228 (F) Jihad**

Most studies of the global jihad movement focus on ideology, operations, and strategy. Numerous studies have also focused on the individual psychology of those who join jihad groups. Often ignored are the cultural dimensions of Islamic jihad. This course examines both the "global" culture of jihad--those cultural elements of the movement that are common across national and linguistic borders--and the particular ways in which jihadi groups reflect and respond to the local cultures in which they operate. Among the topics to be considered are the ways in which jihad adherents use ritual, poetry, graphic imagery, dress and grooming codes, music, film, social media, dream interpretation, and mythology to fix their place in the world and advance their political and social agendas. The course will also examine the role of violence in creating a distinctive and exclusionary social milieu within jihad groups and in defining the relationship between these groups and the societies that surround and, in some cases, support them. Of particular interest for the course will be the ways in which cultural elements of jihadi groups and the jihadi "lifestyle" are mobilized to attract new recruits to the jihadi movement.

**Requirements/Evaluation:** class participation, four short and informal blog posts (1-page each), two longer response papers (2- to 3-pages each), one research paper (12- to 15-pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors and students who have taken one or more Anthropology or Sociology courses

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**ANTH 232 (S) Town and Gown: Investigating the Relationship of College and Community**

Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and provide comparative material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of their own devising, which will culminate in an investigative report and a public presentation.

**Requirements/Evaluation:** class participation, research exercises, major ethnographic research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**ANTH 240 (S) Work as a Cultural System (DPE)**

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

**Requirements/Evaluation:** students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Peter Just

### **ANTH 242 (S) The Country and the City in the Classical World**

**Cross-listings:** ANTH 242 ENVI 242 CLAS 242

#### **Secondary Cross-listing**

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

**Requirements/Evaluation:** informed participation, two short papers (2-5 pages), final paper (8-10 pages)

**Prerequisites:** none, although prior knowledge of the ancient world will be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** declared and intending majors in Classics and Environmental Studies

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 242 (D1) ENVI 242 (D1) CLAS 242 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

**Not offered current academic year**

### **ANTH 243 (F) Reimagining Rivers (WS)**

**Cross-listings:** ENVI 243 ANTH 243

#### **Secondary Cross-listing**

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week.

**Requirements/Evaluation:** Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 243 (D2) ANTH 243 (D2)

**Writing Skills Notes:** Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**ANTH 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)**

**Cross-listings:** ASST 246 ASIA 246 REL 246 ANTH 246 WGSS 246

Secondary Cross-listing

This tutorial considers India's multiple and intersecting identities, in relation to climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. We examine the intersectional identities that produce solidarity and opposition within landscapes always already structured by power and inequity. How do communal and individual identities such as gender, class, caste, sexuality or religion shape social conflict and ongoing struggles for power in India today? We examine key moments in Indian history that that continue to produce social conflict and fluidity such as Partition, the riots in Gujarat, Hyderabad, and Delhi that have shaped the modern landscape of communal identity, as well as the contested border such as Ladakh as well as Jammu & Kashmir. Our readings will include ethnographic, sociological, historical fiction, and oral history. Students choose their own topics to delve into for final weeks of the semester.

**Class Format:** Meeting weekly in pairs with tutorial partner to discuss texts and student essays.

**Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Anthropology, Sociology, Religion, Women's, Gender & Sexuality Studies, concentrators in Asian Studies, STS

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 246 (D2) ASIA 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

**Writing Skills Notes:** This tutorial involves weekly essays of 1500 words or oral responses, intensive feedback on writing, and individual writing chats with instruction in the middle of the semester.

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity are sources of struggle and division within Indian society. It analyzes the intersectional identities of class, caste, gender, and religion in shaping differential access to power and equity within India today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**ANTH 249 (S) The Sacred in South Asia**

**Cross-listings:** ANTH 249 ASIA 242 REL 149

Primary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal

and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

**Requirements/Evaluation:** weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

**Prerequisites:** Interest in the topic!

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 249 (D2) ASIA 242 (D2) REL 149 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Joel Lee

### **ANTH 255 (F) Buddhism: Ideas and Practices**

**Cross-listings:** ANTH 255 REL 255 ASIA 255

#### **Secondary Cross-listing**

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and active participation; two essays

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 255 (D2) REL 255 (D2) ASIA 255 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives PHIL Related Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

## **ANTH 262 (S) Language and Power**

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial South Asia. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in our local community.

**Requirements/Evaluation:** Regular postings of critical response papers and an ethnographic final project.

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors or final-year students.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** Linguistics

Not offered current academic year

## **ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

Secondary Cross-listing

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

### **ANTH 275 (F) Buddhist Material Culture**

**Cross-listings:** ANTH 275 REL 275 ASIA 275

#### **Primary Cross-listing**

You've heard of the "material girl"(or boy), but what about the material Buddhist? What is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by Buddhist material culture? Shouldn't Buddhists be free of material things? Or, rather, who says that they have to be? This course encourages students to look beyond modernist ideals of Buddhism as merely a rational tradition about monks, manuscripts, and mindfulness. In this course, students are encouraged to take Buddhist "stuff", material culture, seriously. This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of theories of material religion, or the "material turn" in the study of religion; and (3) a sampling of the vast material- and spiritual worlds of Buddhist Asia, particularly China, Korea, Japan, Thailand and Myanmar. We begin by decolonializing Buddhism. Then, we trace the Humanities trend of the past couple decades that prioritizes material investigations that acknowledge the agency of not only humans but also that of objects/things/stuff. These theories also emphasize networks--among people, things, and spirits. We look closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. By the end of the semester, students will have a basic understanding of Buddhist concepts, will learn to value Buddhist material culture, and will be able to apply social theories of religion and things. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

**Requirements/Evaluation:** midterm exam; Four quizzes; final project presentation and encyclopedic essay (1,000 words)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 275 (D2) REL 275 (D2) ASIA 275 (D2)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Susanne Ryuyin Kerekes

### **ANTH 277 (S) Sensing Society**

How does socialization shape sensory perception? Our linguistic upbringing calibrates our hearing: whether we can discern the difference between a dental and a retroflex 't,' for instance. How else do our cultural contexts train us to engage the sensory world - to see in particular ways, to be attuned to particular sounds, to love some smells but be repelled by others, to have a 'discriminating palate'? How are sensory stereotypes - that certain categories of person are less sensitive to pain than others, for example - mobilized in the defense of unequal social orders? What does it mean for an entire class of society to be defined - as is the 'untouchable' in caste society - by reference to a primary sense? This course explores the social life of the senses, investigating how our very perception of the world is socially conditioned and how 'commonsense' about the senses - that 'seeing is believing' while 'hearing voices' is a problem, for instance - are by no means universal, but are historically and culturally produced. Readings include historical, ethnographic and literary accounts of sensory cultures, in and (mostly) beyond North America. Toward critically examining how sensory socialization shapes us, students will maintain a sense-journal, conduct interviews with family members on sensory experience, and generate a sense-map of our Williamstown environment. This is a class plunged in the sounds, flavors and odors that give our social worlds life.

**Requirements/Evaluation:** Weekly discussion posts, sensory journal, an 8-page interview-based paper, and a collective sense-mapping project.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Everyone is most welcome. If overenrolled, anthropology and sociology majors would be given preference.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ANTH 299 (F) Ritual, Power and Transgression**

**Cross-listings:** REL 274 ANTH 299

#### **Primary Cross-listing**

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

**Requirements/Evaluation:** class participation, biweekly responses to instructor prompts, two short (500 words) response papers, and one 12-page (2400 words) research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** ANSO and REL majors, open to first-years

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 274 (D2) ANTH 299 (D2)

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm David B. Edwards

### **ANTH 301 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

#### **Secondary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**ANTH 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggoty," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

**ANTH 321 (F) Brutal Buddhism: Buddhism & Violence**

**Cross-listings:** ANTH 321 ASIA 322 REL 322

**Primary Cross-listing**

Buddhist-sanctioned violence is often met with incredulous reception. Why? Buddhists, including monks, are human too. The single-story narrative that praises Buddhism as a peaceful tradition is fallacy. This myopic view of Buddhism is a result of colonial and orientalist legacies that have shaped Euro-American perspectives. Building upon the intellectual and social history of that legacy, in this course, we study Buddhist brutality. The cases include: the persecution of the Hindu-Tamil minority in Sri Lanka; the genocide of Rohingyas in Myanmar, fueled by the influence of outspoken figures like the Buddhist monk Ashin Wirathu, a nationalist and leader of the anti-Islam group 969, whose sentiments are shared among Buddhists in southern Thailand along the Muslim Malay border. We also look at the Thai conscription of forty-thousand soldiers who fought in the Vietnam War with the blessings of Buddhist monks, and WWII's Japanese militarism supported by Zen Buddhism. The struggles for recognition of the nun's order in Southeast Asia, and East Asian women's soteriological limitations due to patriarchal structures, another kind of brutality, is also addressed. While these cases focus on Buddhist agencies of violence, war, and terror, we must consider political, economic, and socio-cultural factors. Students are encouraged to pursue original research that moves beyond questions such as "How do we reconcile violent episodes enacted by Buddhists?", or "What justification is given for Buddhists to condone such acts?". We do discuss these concerns, but we will not prioritize philosophical approaches or religious ideals. Rather this course emphasizes considerations on how Buddhism, like any other religion (indeed, any "-ism"), can be weaponized. So, the question becomes, "why?". By the end of the semester, students will understand the importance of contextual analysis, positionality, globalization, and will be able to apply social theories of religion and violence.

**Requirements/Evaluation:** midterm exam; Four one-page written critical reading responses; final project presentation and essay (1,500-1,750 words)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 321 (D2) ASIA 322 (D2) REL 322 (D2)

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Susanne Ryuyin Kerekes

### **ANTH 322 (F) Waste and Value**

**Cross-listings:** ENVI 322 GBST 322 ANTH 322

#### **Primary Cross-listing**

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

**Requirements/Evaluation:** regular posting of critical response papers, field notes on waste streams, research-based final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

**ANTH 324 (S) Empires of Antiquity**

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest-based states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history: Persian; Assyrian; Mongol; Roman; Qin Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also explore their sociopolitical and economic structures as mechanisms for their maintenance in order to provide a cross-cultural comparison of the differential success and final decline of all these empires.

**Class Format:** seminar

**Requirements/Evaluation:** research paper, class presentation and active participation

**Prerequisites:** none; open to first-year students

**Enrollment Limit:** 25

**Enrollment Preferences:** ANSO majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

**ANTH 328 (F) Emotions and the Self**

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things--neuro-physiological states--or ideas--sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

**Requirements/Evaluation:** typical for that of a tutorial

**Prerequisites:** none; open to first-year students with instructor's consent

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** AMST Critical and Cultural Theory Electives

Not offered current academic year

### **ANTH 330 (F) The Documentary Project: Ethnography and the Visual Narrative**

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

**Requirements/Evaluation:** develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual and audio content; participate in class critiques

**Prerequisites:** SOC 236 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ANTH 334 (S) Imagining Joseph**

**Cross-listings:** REL 334 JWST 334 COMP 334 ANTH 334

Primary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Requirements/Evaluation:** occasional response papers; substantial final project and paper; class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 334 (D2) JWST 334 (D2) COMP 334 (D2) ANTH 334 (D2)

**Attributes:** JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

### **ANTH 337 (F) Race, Sex & Gender in Brazil (DPE)**

**Cross-listings:** ANTH 337 WGSS 337

#### **Secondary Cross-listing**

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: Students must also commit to registering for a winter study travel course with a trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

**Requirements/Evaluation:** research paper and its various components, participation

**Prerequisites:** none

**Enrollment Limit:** 7

**Enrollment Preferences:** students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** The cost of the winter study travel portion is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 337 (D2) WGSS 337 (D2)

**Difference, Power, and Equity Notes:** This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

**Not offered current academic year**

### **ANTH 350 (F) Queer Tongues & Lavender Linguistics (DPE)**

**Cross-listings:** ANTH 350 AMST 351 WGSS 350

#### **Secondary Cross-listing**

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **ANTH 360 (S) Lessons Learned from Afghanistan on Governance and Development**

Following the Taliban takeover and the US withdrawal, Americans have been quick to wipe from memory that the twenty year-long conflict in Afghanistan. This case of willful amnesia is unfortunate, not least because ignoring history ensures that past mistakes will be repeated. Without question, much went wrong, and it's important to learn from those mistakes. It's also the case that much went right, and it's equally important to recognize what was achieved in Afghanistan, even if those accomplishments have been overshadowed by the events of last summer. This course seeks to recover from the detritus of state collapse both the positive and negative lessons that can be learned from America's engagement in Afghanistan. This course will include students from Williams and the American University of Afghanistan (AUAF), and will be taught in collaboration with a team of Afghan alumni from Williams' Center for Development Economics who were directly involved in the state-building project in Afghanistan over the last two decades.

**Class Format:** The class will be held in collaboration with the American University of Afghanistan (AUAF), and AUAF students will also be participating in this class.

**Requirements/Evaluation:** Students will be expected to actively participate in class discussions and post responses and questions on each week's topic. Williams and AUAF students will work together in the preparation of their final projects, which will be research papers on a topic chosen and developed in consultation with the instructor.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** There will be 15 Williams students and 15 AUAF students in the class. Enrollment preference for Williams students will be given to ANSO majors and students who have taken courses related to the subject matter of the course.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am David B. Edwards

### **ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

Primary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider

communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

### **ANTH 397 (F) Independent Study: Anthropology**

Anthropology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Antonia E. Foias

### **ANTH 398 (S) Independent Study: Anthropology**

Anthropology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Antonia E. Foias

**ANTH 493 (F) Senior Thesis: Anthropology**

Anthropology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Antonia E. Foias

**ANTH 494 (S) Senior Thesis: Anthropology**

Anthropology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Antonia E. Foias

**Winter Study -----****ANTH 13 (W) The Feather'd Hook: An Introduction to Fly Tying and Streamside Entomology**

For over a thousand years anglers have imitated the insects upon which fish-most notably trout and salmon- feed by tying bits of feather, fur, and other materials to their hooks. Over time the practice has developed into a minor art, with its own tools, techniques, aesthetics, and competing theories of animal behavior. In this course students will learn the gentle art of fly-tying, concentrating on imitations of the various distinctive stages in the life cycles of the three main insect orders on which trout feed: Ephemeroptera, Neuroptera, and Diptera (mayflies, caddis flies, and midges). We will in particular focus on the imitation of species most likely to be encountered in New England trout streams. Course Requirements: Attendance at all classes is mandatory. As your principal project for the course you will prepare the presentation of a fly pattern (or series of patterns if you like) to be given before the class in the last week of classes. A presentation should consist of: a description of the historical context of the fly; of the insect and stage of development imitated by the fly (as appropriate); of the materials and techniques used to make the fly; of the preferred presentation of the fly; of the theory of attraction according to which the fly was designed; and a demonstration of how the fly is tied A number of books will be placed on reserve in Sawyer Library. You will also have available the Chapin Library's collection of classic piscatoriana. Choose a pattern early! Some of the more elaborate patterns - especially classic salmon flies - not only require a great deal of skill to tie, but also call for exotic materials that may be difficult to obtain. I'll try to help you as needed, but I will not be able to do much if you wait until the last minute.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** no prerequisites

**Enrollment Limit:** 12

**Enrollment Preferences:** no preference

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$88

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

**ANTH 14 (W) Bollywood**

What global film industry, known for its song-and-dance sequences, produces more than double the number of films that Hollywood makes per year? Based in Mumbai/Bombay, the Hindi-Urdu film industry is in fact the most prolific in the world (Nigeria's is second). But there is much more to

Bollywood than its iconic dances and enormous scale. Its music, dialogue, tropes and ideologies pervade everyday life in much of the Indian subcontinent to a remarkable degree; its films have spawned new religious movements and novel forms of political protest; it is a touchstone and archive of narratives of the postcolonial nation. In this introduction to Hindi-Urdu cinema students will gain an appreciation for canonical films (1950s to the present) and their cultural significance through film viewings, discussions, reading of secondary literature, and a creative project. Class will meet three times a week for a screening and discussion. Films will have English subtitles so previous knowledge of Urdu or Hindi is not required; there are no prerequisites.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** Interest in Indian cinema

**Enrollment Limit:** 25

**Enrollment Preferences:** If overenrolled, preference will be given to concentrators in Asian Studies or majors in ANSO or DALLC.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 3:00 pm - 6:00 pm Joel Lee

### **ANTH 15 (W) Photographic and Personal Vision**

When you look at a photograph, what is it really saying? How can you make a photograph that says what you mean? This course will delve into the concepts of photographic seeing and visual literacy, while also exploring practical ways to apply these concepts to your own photography. In class we will review photobooks and discuss how a well-sequenced body of work can be greater than the sum of its parts. We will learn how to use professional image editing software like Adobe Lightroom during the course. Students will learn to defend their work during in-class critiques, and at the end of the course the class will produce an exhibition of their photography. The class will meet in Hopkins Hall 105 two times per week - Tuesdays from 10am-12pm and Thursdays from 1pm-5pm. Generally, we'll be talking about reading pictures on Tuesdays, and we'll be talking about making pictures on Thursdays. Outside of class, students will be expected to photograph in the local area. Students must either own or borrow a digital SLR. Williams Equipment Loan has plenty of suitable cameras available for your use, and Adobe Lightroom is available on Williams computers. We will not spend a lot of time building technical proficiency in this class but I will give you suggestions on how to improve your images, regardless of your equipment or level of training. If you are having an issue with your camera or digital workflow, don't hesitate to reach out for technical assistance during the course - I will be available for one-on-one Zoom meetings throughout the winter study.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** No experience or personally-owned camera equipment is required, but students are welcome to use their own cameras if they have them. Williams Equipment Loan has an excellent selection of cameras to borrow.

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, prospective students can email me

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Ben Brody is the Director of Photography for The GroundTruth Project and Report for America, and author of the critically acclaimed 2019 photobook Attention Servicemember. He lives in western Massachusetts.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TF 10:00 am - 1:00 pm W 1:00 pm - 6:00 pm Ben Brody

### **ANTH 31 (W) Senior Thesis: Anthropology**

To be taken by students registered for Anthropology 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Antonia E. Foias

**ANTH 99 (W) Independent Study: Anthropology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Antonia E. Foias

## ANTHROPOLOGY AND SOCIOLOGY (Div II)

### SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Chair and Preston S. Parish '41 Third Century Professor of Anthropology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology
- James L. Nolan, Washington Gladden 1859 Professor of Sociology; on leave 2022-2023
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies
- Christina E. Simko, Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies; on leave 2022-2023
- Ben Snyder, Assistant Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

### MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology

and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

## Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

### Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

#### Anthropology

ANTH 101 How to Be Human

#### Sociology

SOC 101 Invitation to Sociology

#### Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

### Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

## STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

## AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

## LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### Can your department or program typically pre-approve courses for major/concentration credit?

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until AFTER they have taken the course.

### What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

### Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. We credit two, and in special cases three courses.

### Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

**THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY**

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

**SOC 101 (F)(S) Invitation to Sociology (DPE)**

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

**Requirements/Evaluation:** Thoughtful and consistent participation, reading responses, and a final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the social construction of identities, and how these differences manifest unequally in institutions. To familiarize themselves with the practice of sociology, students will sketch a research program that looks beyond individual-level explanations to address a social phenomena or social problem of interest.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Ben Snyder

LEC Section: 02 MR 2:35 pm - 3:50 pm Phi H. Su

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Olga Shevchenko

**SOC 210 (S) Networks of Power: Technology in Human Affairs**

**Cross-listings:** STS 210 SOC 210

**Primary Cross-listing**

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly

the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

**Requirements/Evaluation:** attendance and participation, team assignments, two in-class exams, one 15-page seminar paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 210 (D2) SOC 210 (D2)

Not offered current academic year

### **SOC 211 (S) Race, Environment, and the Body**

**Cross-listings:** AMST 211 ENVI 211 AFR 211 SOC 211

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2023

LEC Section: 01 Cancelled

### **SOC 212 (S) Understanding Social Media**

**Cross-listings:** STS 214 SOC 212

### Primary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

**Requirements/Evaluation:** attendance and participation, team assignments, two 5-page writing assignments, final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 214 (D2) SOC 212 (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

**Requirements/Evaluation:** response papers, mid term exam and final research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives GBST Urbanizing World Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Marketa Rulikova

### SOC 217 (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath (DPE)

**Cross-listings:** ECON 107 SOC 217

### Secondary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with,

justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

**Requirements/Evaluation:** Class participation; small writing assignments and research exercises; and a final research project

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major. It may be taken for the SOC major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 107 (D2) SOC 217 (D2)

**Difference, Power, and Equity Notes:** The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Not offered current academic year

### **SOC 218 (S) Law and Modern Society**

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as Japan, England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

**Class Format:** discussion

**Requirements/Evaluation:** a short paper and midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority given to sociology majors.

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** JLST Interdepartmental Electives

Not offered current academic year

### **SOC 219 (S) Images and Society**

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range

of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

**Requirements/Evaluation:** active class participation, several short papers, and a final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** FMST Related Courses

Spring 2023

SEM Section: 01 Cancelled

### **SOC 221 (S) Money and Intimacy (WS)**

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

**Requirements/Evaluation:** Each student will be expected to submit five or six 5-6-page essays and five or six brief responses. In addition, each student will be expected to actively participate in tutorial discussions. There will be no final paper or exams.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to submit a 4-5 page essay every other week. During the week when students are not submitting essays, they will submit a brief (1-2 page) response to their partner's essay.

Spring 2023

TUT Section: T1 TBA Marketa Rulikova

### **SOC 224 (F) Going Nuclear: American Culture in the Atomic Age**

**Cross-listings:** SOC 224 HIST 273

**Primary Cross-listing**

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

**Requirements/Evaluation:** a midterm, a final exam, and a 10- to 12-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to sociology and history majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 224 (D2) HIST 273 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

**SOC 230 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233 SOC 230

**Primary Cross-listing**

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**SOC 234 (S) How Emotions Work**

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem--the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

**Requirements/Evaluation:** participation, two short essays, midterm essay, emotion map activity, open space meeting, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **SOC 241 (S) Meritocracy**

**Cross-listings:** PSCI 241 SOC 241

Secondary Cross-listing

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

**Requirements/Evaluation:** two short papers, one long paper, take-home final exam, discussion questions, class participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 241 (D2) SOC 241 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

### **SOC 244 (S) What They Saw in America**

**Cross-listings:** SOC 244 AMST 244 HIST 366

Primary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

**SOC 252 (S) Im/mobilities (DPE) (WS)****Cross-listings:** AMST 252 SOC 252**Primary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** Given to first-year students and sophomores**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**SOC 262 (S) Paper Trails (DPE)****Cross-listings:** GBST 262 SOC 262 STS 262**Primary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations**Prerequisites:** None**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)**

**Cross-listings:** SOC 264 WGSS 263

**Secondary Cross-listing**

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

**Requirements/Evaluation:** class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 264 (D2) WGSS 263 (D2)

**Difference, Power, and Equity Notes:** This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**SOC 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American

sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

### **SOC 303 (S) Cultures of Climate Change**

**Cross-listings:** ENVI 303 SOC 303

**Secondary Cross-listing**

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 303 (D2) SOC 303 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 Cancelled

### **SOC 308 (S) What is Power?**

**Cross-listings:** SOC 308 PSCI 306 STS 308 REL 308

**Secondary Cross-listing**

*What is power?* Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

**Requirements/Evaluation:** critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, then Religion, Sociology, and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 308 (D2) PSCI 306 (D2) STS 308 (D2) REL 308 (D2)

**Attributes:** PHIL Related Courses STS Senior Seminars

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

**SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)**

**Cross-listings:** SOC 314 WGSS 314

**Secondary Cross-listing**

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

**Requirements/Evaluation:** attendance, class facilitation, problem identification report, two presentations, reflection

**Prerequisites:** WGSS/SOC Majors

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 314 (D2) WGSS 314 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **SOC 326 (S) Being Mortal**

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine--which is oriented toward cure but must ultimately confront the inescapable realities of aging and death--deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

**Requirements/Evaluation:** three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Sociology and Anthropology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **SOC 329 (F) Work and the Future of Capitalism**

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. The course concludes by asking students to imagine a better vision for work in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

**Requirements/Evaluation:** participation, reading responses, midterm paper, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

**SOC 335 (F) Nowheres (DPE)**

**Cross-listings:** GBST 335 SOC 335

**Primary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence**

**Cross-listings:** HSCI 338 SOC 338 STS 338 REL 338

**Primary Cross-listing**

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition," "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

**Requirements/Evaluation:** informal weekly writing, two short review essays, and one 15-page seminar paper

**Prerequisites:** Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

**Enrollment Limit:** 14

**Enrollment Preferences:** Anthropology and Sociology majors and Science and Technology Studies concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Not offered current academic year

### **SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through

ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**SOC 362 (S) Stories We Tell (WS)**

**Cross-listings:** SOC 362 COMP 362

**Primary Cross-listing**

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

**Requirements/Evaluation:** 5-page paper every other week; written comments on a partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 362 (D2) COMP 362 (D2)

**Writing Skills Notes:** As a tutorial, this course includes consistent opportunities to develop skills in writing and argumentation. Partners will alternate between receiving detailed written feedback (from both the instructor and a peer) and offering constructive comments. At the end of the semester, students will have the opportunity to revise one of their essays, implementing and solidifying what they have learned.

**Not offered current academic year**

**SOC 380 (S) Who Cares? (DPE)**

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; child welfare and foster care; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

**Requirements/Evaluation:** thoughtful and consistent class participation; weekly journal entries (1-2 pages each); collaboratively designed experiential learning project; and a final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2023

SEM Section: 01 Cancelled

**SOC 390 (S) Sex Marriage Family**

**Cross-listings:** SOC 390 PSCI 380

**Secondary Cross-listing**

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate. Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defense, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing in both left-wing (Scandinavia) and right-wing (Central Europe) variants.

**Requirements/Evaluation:** Two 4-5 page papers, 12-15 page research paper, discussion questions, class participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Economy, Political Science, and Sociology majors and prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 390 (D2) PSCI 380 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Darel E. Paul

**SOC 397 (F) Independent Study: Sociology**

Sociology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Antonia E. Foias

**SOC 398 (S) Independent Study: Sociology**

Sociology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Antonia E. Foias

**SOC 493 (F) Senior Thesis: Sociology**

Sociology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Christina E. Simko

**SOC 494 (S) Senior Thesis: Sociology**

Sociology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Antonia E. Foias

**Winter Study -----**

**SOC 16 (W) The Lives of Infamous Men**

Michel Foucault is famous for his analysis of how power and knowledge are interwoven in institutions such as the prison or the clinic. Less well known are the life stories that Foucault exhumed from the archives of these institutions. These stories, such as that of a parricidal peasant assumed to be insane and an intersex individual raised in a convent but later legally identified as a man, provoke questions about the self, identity, knowledge, power, and resistance. We will explore the violence done to lives when they are made to conform to the neatness of the archive and ask how we might do justice to these lives as historians. This class will include a research project in which students will collaborate to curate a biographical exhibit in the Williams Library.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William Stahl is a political theorist researching the politics of biography. Previously, he has taught at New York University, Abu Dhabi and the University of California, Los Angeles.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am William Samuel Stahl

**SOC 31 (W) Senior Thesis: Sociology**

To be taken by students registered for Sociology 493-494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Christina E. Simko

**SOC 99 (W) Independent Study: Sociology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Antonia E. Foias

## ARABIC STUDIES

(Div I, with some exceptions as noted in course descriptions)

**Chair: Professor Katarzyna Pieprzak**

Assistant Professors: A. Equeiq, B. El Guabli; Associate Professor: L. Nassif; Visiting Assistant Professor: N. Mangialardi

Language Fellow: Hajar Al-Dirani; Teaching Associate: Maha Bouhnin

A. Equeiq (Fall/on leave); L. Nassif (on leave)

Middle Eastern and Maghrebi Studies is a vibrant, growing, and important field in the United States and around the world. Students wishing to enter this rich and varied discipline can begin with a major in Arabic Studies at Williams. The major is designed to give students a foundation in the Arabic language and to provide the opportunity for interdisciplinary and multidisciplinary study of Arab, Islamic, North African and Middle Eastern literatures, art, film, history, religion and politics.

### THE MAJOR IN ARABIC STUDIES

**Students wishing to major in Arabic Studies must complete ten courses, including the following six courses:**

ARAB 101-102 Elementary Arabic

ARAB 201 Intermediate Arabic I

ARAB 202 Intermediate Arabic II

ARAB 301 Advanced Arabic I

ARAB 302 Advanced Arabic II

Students must also take at least one 400-level ARAB course, in addition to three other courses in Arabic and Middle Eastern Studies in Arabic Studies or affiliated units. At least one of these courses should be from the arenas of language and the arts (DIV I) and at least one from politics, religion, economics, history, etc. (DIV II). Students should consult with the Department to confirm that electives are authorized.

Students who place into more advanced language courses may substitute additional courses, *adding up to a total of at least nine courses*.

Up to four courses from approved study abroad programs may be counted toward the major.

Students will be granted 1 credit towards the major (or certificate) for intensive summer language study at department-approved programs. Upon completion of the summer program, students must take a language placement test in order to ascertain the appropriate level for subsequent courses in Arabic at Williams.

### THE CERTIFICATE IN ARABIC

The Certificate in Arabic demonstrates that a student has acquired a working foundation in the language. The sequence of seven language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

#### Required Courses

ARAB 101

ARAB 102

ARAB 201

ARAB 202

ARAB 301

ARAB 302

At least one elective course, either in Arabic literature, arts, or culture, or in Arabic history, religion, politics, economics, etc.

Students must earn a cumulative grade average of B or higher in the sequence of seven courses.

Students who enter Williams with previous training in Arabic may be exempted from up to two of the required seven courses. Thus, in order to earn a certificate, a student must take no fewer than five courses (including three language courses) after enrolling at Williams.

### THE DEGREE WITH HONORS IN ARABIC STUDIES

#### Prerequisites

Honors candidates in Arabic are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

### **Timing**

Students wishing to pursue a thesis in Arabic are strongly urged to secure an advisor by the end of the week after Spring Break in their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (ARAB 493-W31-ARAB 494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (ARAB 493-W) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. At the end of the Spring term, the student will make a public presentation of the final project, to which members of the Advisory Committee will be specially invited.

### **Characteristics of the Thesis, Evaluation, and Major Credit**

The topic of the thesis must have to do with some aspect of Arabic language, culture, history, politics, etc. and will be worked out between the thesis writer and her/his advisor. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (ARAB 493-W-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major-including the thesis course (ARAB 493-W-494)-is 10, i.e., one of the thesis courses may substitute for one elective.

### **STUDY ABROAD**

#### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments. We may need specific information (assigned readings) to determine whether the course counts for Div I or II major credit.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes, four.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

No. Students can receive credit toward the major's language requirements from for-credit summer language programs like Middlebury, etc. These count toward the 4-course maximum.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Make sure you have the needed number of Div I and Div II courses for the major. Know the difference.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

It has happened, but we try to be as flexible as possible.

### **ARAB 101 (F) Elementary Arabic**

This is the first course in the year-long Beginning Arabic sequence. It will help you establish a foundation of communicative competence and understanding of the Arabic language and culture. The course adopts an integrated-skills approach with a focus on "formal Arabic" (or so-called Modern Standard Arabic), the language of formal writing and speech in Arab countries, while simultaneously familiarizing you with one variety of spoken Arabic. The course focuses on day-to-day situations and familiar topics.

**Requirements/Evaluation:** Daily homework, active class participation, a skit, a culture portfolio, tests, final exam, and engagement in a variety of co-curricular activities

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** students considering a major in Arabic Studies

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the Winter Study period; credit is granted only if both semesters (ARAB 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Nicholas R Mangialardi

### **ARAB 102 (S) Elementary Arabic**

This is the second semester of the Beginning Arabic sequence. This course will continue building the listening, speaking, reading and writing skills students acquired in Arabic 101. Arabic 102 will also develop your competence in Modern Standard Arabic (MSA) primarily. The students will be equipped with the vocabulary, reading facility, grammatical skills as well as the cultural competence they need to navigate familiar topics and simple communication situation in MSA. Students will expand the range of topics, grammar, tenses, and pronouns they use to express themselves both orally and in writing in MSA. This second semester will allow students to listen (to), speak, read, and write about a variety of topics that are geared toward consolidating and enriching their prior acquisitions in Arabic.

**Requirements/Evaluation:** weekly quizzes, daily homework, in-class participation, skits, presentations, and recordings. Students are highly encouraged to participated in the events organized by Arabic Studies and the Arabic TAs.

**Prerequisites:** ARAB 101

**Enrollment Limit:** 16

**Enrollment Preferences:** In the event the course is over-enrolled, priority will be given to students majoring or intending to major in Arabic Studies.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for ARAB 101 and 102 are required to attend and pass the sustaining program during the winter study period; credit is granted only if both semesters (ARAB 101 and 102) are taken.

**Distributions:** (D1)

Spring 2023

LEC Section: 01 M-F 10:00 am - 10:50 am Brahim El Guabli

## **ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

### **Secondary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

## **ARAB 201 (F) Intermediate Arabic I (DPE) (WS)**

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

**Requirements/Evaluation:** quizzes, tests, homework, and active class participation

**Prerequisites:** ARAB 102 or placement test

**Enrollment Limit:** 14

**Enrollment Preferences:** If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

**Difference, Power, and Equity Notes:** Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's

politics.

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

### **ARAB 202 (S) Intermediate Arabic II**

As a continuation of ARAB 201, this course will expose students to Modern Standard Arabic and one variety of spoken Arabic while increasing their communicative and intercultural competencies, and their knowledge of Arab cultures. Our main textbook will be *Al-Kitaab fii Ta'allum al-'Arabiyya Part II* but outside materials from diverse media such as television and newspapers will also be included. *Class will be conducted in Arabic.*

**Class Format:** class meets in three 75-minute sessions. Additional conversation sessions are required at designated times throughout the semester

**Requirements/Evaluation:** Active daily class participation, daily homework and homework corrections, writing portfolio and portfolio corrections, oral components, quizzes, final exam, and co-curricular activities

**Prerequisites:** ARAB 201 or placement test

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering an Arabic major.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Nicholas R Mangialardi

### **ARAB 206 (F) History of Islam and the Middle East since 1453**

**Cross-listings:** HIST 206 REL 220 ARAB 206

**Secondary Cross-listing**

This course offers an introduction to the major political and societal institutions that evolved under the aegis of what we might call "Islamic civilization" since the Ottoman conquest of Byzantine Constantinople in 1453. The principal geographic areas covered are the Middle East, North Africa, and to some extent the Balkans. Major topics include the rise of the Ottoman sultanate and their consolidation of rule, the Persian Safavid Empire, the rise of Western intervention and colonialism, nationalism, and state formation, and the challenges of and responses to modernization.

**Requirements/Evaluation:** attendance, participation, map exercise, 2 papers, midterm and take-home final

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 206 (D2) REL 220 (D2) ARAB 206 (D2)

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

**Not offered current academic year**

### **ARAB 207 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207 GBST 102

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the

cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

**ARAB 209 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a

dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

### **ARAB 211 (S) Understanding 9/11 and the War in Iraq (DPE)**

**Cross-listings:** HIST 116 ARAB 211 HIST 211

#### **Secondary Cross-listing**

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

**Requirements/Evaluation:** short online writings and papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 116 (D2) ARAB 211 (D2) HIST 211 (D2)

**Difference, Power, and Equity Notes:** This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

**Attributes:** HIST Group E Electives - Middle East HIST Group G Electives - Global History

**Not offered current academic year**

### **ARAB 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages**

**Cross-listings:** ARAB 212 REL 210 ARTH 212

#### **Secondary Cross-listing**

This lecture course will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the polities of Western Europe. The course will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

**Requirements/Evaluation:** 6-8-page paper, quiz, midterm, final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first- and second-year students, but open to all

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 212 (D1) REL 210 (D1) ARTH 212 (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Peter D. Low

**ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Primary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**ARAB 215 (S) The Veil: History and Interpretations (DPE) (WS)**

**Cross-listings:** HIST 110 WGSS 110 ARAB 215

**Secondary Cross-listing**

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

**Attributes:** HIST Group E Electives - Middle East

**Not offered current academic year**

**ARAB 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222 ARTH 222

**Secondary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** Discussion and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 222 (D1) ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World**

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

**Requirements/Evaluation:** Active class participation, assignments, article presentation and leading a class discussion, language learner interview, exam, a final project.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is overenrolled preference will be first given to Arabic majors, then seniors, then juniors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 Cancelled

**ARAB 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

### **ARAB 236 (S) Reading the Qur'an**

**Cross-listings:** ARAB 236 REL 236 COMP 213 GBST 236

#### **Secondary Cross-listing**

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

**Requirements/Evaluation:** class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Arabic Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

**Not offered current academic year**

### **ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

#### **Secondary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoub

### **ARAB 243 (F) Islamic Law: Past and Present**

**Cross-listings:** ARAB 243 WGSS 243 REL 243 HIST 302

#### **Secondary Cross-listing**

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

**Requirements/Evaluation:** weekly responses, four 2- to 3-page essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

**Not offered current academic year**

### **ARAB 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)**

**Cross-listings:** ARAB 249 COMP 249

#### **Primary Cross-listing**

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and

aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

**Requirements/Evaluation:** regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors and certificate students

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 249 (D1) COMP 249 (D1)

**Writing Skills Notes:** Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

**Difference, Power, and Equity Notes:** Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

**Attributes:** GBST Middle Eastern Studies Electives

Not offered current academic year

**ARAB 252 (F) Arab Women Memoirs: Writing Feminist History** (DPE) (WS)

**Cross-listings:** WGSS 251 COMP 252 ARAB 252

**Primary Cross-listing**

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Radwa Ashour (*The Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Assia Djebar (*Fantasia*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

**Requirements/Evaluation:** students will write the following: three response papers (2-3 pages), at least 6 journal entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 251 (D2) COMP 252 (D1) ARAB 252 (D1)

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue to depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **ARAB 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World**

**Cross-listings:** ARAB 259 AFR 259 ARTH 259

Secondary Cross-listing

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

**Requirements/Evaluation:** three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

**Prerequisites:** none, although an introductory course in art history or Islamic studies would be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** students who have declared a major in Art History or Africana Studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 259 (D1) AFR 259 (D1) ARTH 259 (D1)

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)**

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

**Requirements/Evaluation:** active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

**Prerequisites:** ARAB 202 or equivalent

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

**Difference, Power, and Equity Notes:** The texts taught in this course will help students understand gender dynamics, power issues and economic crises as well as discursive power in the Maghrebi and Middle Eastern contexts. Additionally, the students will learn about the situation of women and children and understand how discourses of human rights and equality are affected by traditions, cultures, and different particularisms, which students are invited to deconstruct in their writing and discussions.

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

### **ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)**

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

**Requirements/Evaluation:** Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Amal Egeiq

### **ARAB 303 (S) Food in the Middle East: A History (DPE)**

**Cross-listings:** ARAB 303 HIST 303

**Secondary Cross-listing**

In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and religious backgrounds have historically used food to express their distinct cultural, national, and gendered identities.

**Requirements/Evaluation:** attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 303 (D2) HIST 303 (D2)

**Difference, Power, and Equity Notes:** This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

### **ARAB 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

Secondary Cross-listing

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Requirements/Evaluation:** There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

### **ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)**

**Cross-listings:** ARAB 331 COMP 332

Primary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide

students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

### **ARAB 337 (S) Soundscapes of Arabic Literature: Listening to Text and Society**

In recent years, scholars of the Arab world have paid increasing attention to the ways in which sound and sonic sources can add new depth to our understanding of the region. While much research has drawn on audio recordings, this course explores sounds, songs, noises, and silence through literature to develop a multi-sensory examination of the modern Arab world. We will listen to sounds of the past and present through novels, short stories, poems, and other texts (in translation), discussing how a consideration of the aural environment can shift the way we read both literature and history. Interdisciplinary in scope, this course introduces students to scholarly approaches in literary studies, anthropology, ethnomusicology, and the emerging field of sound studies. Units in this course are organized thematically rather than by country. We begin with an introduction to sound studies, then move on to reading literary texts from the Arab world and secondary scholarly studies to consider topics ranging from the sounds of quotidian street life to those of conflict in war. Students will learn to use the soundscape as a methodological tool through classroom discussions and weekly reading and writing assignments. Knowledge of the Arabic language is not required.

**Requirements/Evaluation:** In-class participation, weekly short essays (2 pages), midterm project, and a final paper (12 pages).

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature, Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARAB 340 (F) Arab Women Memoirs: Writing Feminist History (DPE) (WS)**

In this seminar we review selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? How did these women writers carve a literary space for feminist memory in modern Arabic literature? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere.

**Requirements/Evaluation:** Students will write the following: three response papers (2-3 pages), at least 6 journals entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **ARAB 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**ARAB 363 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Primary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

**Not offered current academic year**

**ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence

of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Equeiq

**ARAB 370 (S) Archives of Global Solidarity: Records of Collective Memory of Emancipation (DPE) (WS)**

**Cross-listings:** ARAB 370 GBST 370 COMP 370

**Primary Cross-listing**

Departing from the Arabic notions of *takaful* and *taddamun* as interlinked expressions of social and political solidarity, this course seeks to investigate the textual and visual cultural production of solidarity in the Arabic-speaking world. While both terms have informed the shaping of modern Arab politics in the mid 20th century--from the birth of the socialist state to the rise of pan-Arabism--their instrumentalization as key principles of internationalism, Third Worldism, trans-nationalism, and global camaraderie since the 1990s is parallel to the emergence of social movements and popular resistance across the Middle East, North Africa and beyond. What is the meaning of solidarity and how it mobilized collective emancipation is the guiding question of this course. To interrogate this question we will read novels, poems, memoirs, labor unions and feminist manifestos, and essays that feature multidirectional solidarity and alliance building across borders of East-East and South-South. We will also examine visual and digital archives that documents particular historical moments that marked a turning point of global solidarity, such as the Spanish Civil War, the Cuban Revolution, the Algerian War, the Prague Spring, the Palestinian Intifada, the Zapatista Uprising, and most recently, the Arab Uprisings. As we approach these historical moments through a variety of texts and genres, we will identify encounters between activists and writers who established cross-regional movements and the cultural exchange between artistic collaborations.

**Requirements/Evaluation:** Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the

readings; one 10-minute oral presentation of a reflection on digital solidarity, and a final poster project on archiving global solidarity.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This tutorial will be aimed at first year and second year students interested in majoring in Arabic Studies, and/or concentrating in Comparative Literature and Global Studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 370 (D1) GBST 370 (D2) COMP 370 (D1)

**Writing Skills Notes:** Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper, an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

**Difference, Power, and Equity Notes:** South-South and East-East encounters during the 1960s in the writings of contemporary Arab writers and activists resisting dictatorship and police states is the core of this tutorial. Students will gain a deeper understanding of DPE through a close examination of the triangulation of colonial boundaries, postcolonial states, and imperialist domination that shape the context of global solidarity in the Arab world and beyond.

Not offered current academic year

#### **ARAB 397 (S) Independent Study: Arabic**

Arabic Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARAB 401 (F) Topics in Advanced Arabic: Contemporary Arab Cinema (DPE) (WS)**

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

**Requirements/Evaluation:** class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** if the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 5-7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

**Attributes:** FMST Core Courses

Not offered current academic year

**ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

**Requirements/Evaluation:** Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

**Prerequisites:** 302 or equivalent.

**Enrollment Limit:** 10

**Enrollment Preferences:** Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

**Difference, Power, and Equity Notes:** The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Brahim El Guabli

**ARAB 404 (F) Topics in Contemporary Arab Cultures (DPE) (WS)**

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

**Class Format:** The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

**Requirements/Evaluation:** Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 18

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Fall 2022

SEM Section: 01 Cancelled

**ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)**

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned. Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

**Requirements/Evaluation:** Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** If course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nicholas R Mangialardi

**ARAB 408 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Secondary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel,

Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

### **ARAB 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** GBST 409 ARAB 409 HIST 409

Secondary Cross-listing

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Requirements/Evaluation:** class participation and a 25-page research paper

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

**Attributes:** GBST Middle Eastern Studies Electives JWST Elective Courses

Not offered current academic year

### **ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and

embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**ARAB 427 Revolutions & Revolutionaries in the Arab World's Modern History (DPE) (WS)**

What is the difference between a [Thawrah] (revolution), an [Inqil'ab Sha'ab] (popular led-coup) and an [Intif'ah] (uprising)? Was the 2011 "Arab Spring" the first time that people in the Arab world had revolted against their governments? Were the 1977 bread "riots" in Egypt an [Intif'ah] or revolution that was quelled promptly? How does the 1958 coup in Iraq compare to the coup there five years later in 1963 or other coups across the Arab world? What were the role of the Amazigh in North Africa in rebelling against colonialism? In this course, we will be looking transnationally at the different revolutions, uprisings and coups that have taken place in the Arab world in its modern history. Through a variety of medium, the course will explore the socio-political and economic factors that resulted in these instances in history and the effects thereof. We will also be looking at the cultural production that flourished after revolutions, coups and uprisings from the blatantly propagandist to the nuanced and subversive! The course will be entirely in Arabic and aims to take participants from intermediate high to the advanced-mid/high level according to ACTFL standards. The course will be engaging with and developing, on a weekly basis all five language skills: reading, writing, listening, speaking and cultural proficiency and will focus on the language functions that are required at this level. This writing intensive course will consist of multiple forms of evaluation such as participation, debates, presentations, a mid-term video project and an end of year writing project.

**Class Format:** flipped classroom

**Requirements/Evaluation:** writing assignments, participation, debates, presentations, a mid-term video project, and an end of year writing project

**Prerequisites:** having done three years of Arabic language and preferably time abroad

**Enrollment Limit:** 10

**Enrollment Preferences:** seniors

**Expected Class Size:** 6

**Grading:**

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be expected to write 5-6 essays during the term, each of which consists of two drafts, in addition to a 5-page end of term paper. The focus in the essays in addition to knowledge of the subject matter, will be syntax, style, cohesion, development of arguments, and collocations. Prompt and detailed feedback will be given for both drafts to ensure improvement.

**Difference, Power, and Equity Notes:** The course will include material about multiple countries and their peoples in the Arab world while also being attentive to minorities and their status.

Not offered current academic year

**ARAB 493 (F) Senior Thesis: Arabic Studies**

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Katarzyna M. Pieprzak

**ARAB 494 (S) Senior Thesis: Arabic Studies**

Arabic Studies senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Katarzyna M. Pieprzak

**ARAB 497 (F) Independent Study: Arabic**

Arabic Independent Study. Topic and methodology will be determined by instructor and student.

**Requirements/Evaluation:** depends of topic and methodology but could include a translation, a 25 page paper, or a short story

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and/or Arabic Studies majors

**Expected Class Size:** 2

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Katarzyna M. Pieprzak

**ARAB 498 (S) Independent Study: Arabic**

Arabic Independent Study. Topic and methodology will be determined by instructor and student.

**Requirements/Evaluation:** depends of topic and methodology but could include a translation, a 25 page paper, or a short story

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Katarzyna M. Pieprzak

## Winter Study -----

### **ARAB 12 (W) From France in the Arab World to the Arab World in France**

This course will introduce racism in Europe by focusing on France. In addition to its colonial history, France organized a labor immigration after WWII as an economic policy. One of the results of this legacy and policy was the migration of people from Arab, Amazigh or Muslim cultures, most notably from the Maghreb. They formed one of the largest immigrant populations in the mid 70s and today they are one of the main targets of racism in France. Through a historical review of the social and economic transformation of these immigrants and their descendants from labor migrants to Arabs, and later Muslims, this course will examine the French construction of race and racism. We will therefore read influential media intellectuals who produce a narrative supporting racism. We will also discuss the following questions: What is a race? What is racism? How anti-Muslim racism works in France? What are its manifestations in economics, sociology and politics? How does racism interact with sexism? Can the French situation be extended to Europe and what parallels can be found between "Islamophobia" in Europe and "Hispanophobia" in the US? To address these questions, we will read a selection of texts by antiracist organic intellectuals, such as the Franco-Algerian sociologist Abdelmalek Sayad, and Maghrebi thinkers like Fatima Mernissi, among others. We will also watch movies by Mahmoud Zemmouri and Leïla Sy, alongside a selection of rap videoclips by various artists (Karima Khelifi, Saliha, Sorah, etc). In addition, we will reflect on current public debates and media analysis concerning the banning of the veil, the separatism law and laïcité. All readings will be in English, but if a student is fluent in French, they will be provided with additional readings in French if they are interested.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, letter of preference. Otherwise no selection preferences.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Souhail Chichah is an independent scholar and a public intellectual. His current research examines the anthropology of modernity and the genealogy of racism.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ARAB 31 (W) Senior Thesis: Arabic Studies**

Arabic Studies senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Katarzyna M. Pieprzak

### **ARAB 88 (W) Arabic Sustaining Program**

Students registered for ARAB 101-102 are required to attend and pass the Arabic Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 MWR 9:00 am - 9:50 am Hajar Al-Dirani, Maha Bouhnin, Katarzyna M. Pieprzak

### **ARAB 99 (W) Independent Study: Arabic**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Katarzyna M. Pieprzak

**ART (Div I)**  
**ART HISTORY**

**Co-Chairs: Professors Michelle Apotsos and Laylah Ali**

- Cecilia Aldarondo, Assistant Professor of Art; on leave Fall 2022
- Laylah Ali, Art Department Co-Chair & Chair of Studio Art, Francis Christopher Oakley Third Century Professor of Art
- Michelle M. Apotsos, Art Department Co-Chair & Chair of Art History, Associate Professor of Art
- Genesis Baez, Visiting Lecturer in Art
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Fall 2022
- Ohan Breiding, Assistant Professor of Art; on leave 2022-2023
- Mariel Capanna, Mellon Postdoctoral Fellow in Art
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Kerry C. Downey, Visiting Lecturer in Art
- Holly Edwards, Senior Lecturer in Art
- Giuseppina Forte, Assistant Professor of Architecture and Environmental Studies; affiliated with: Center for Environmental Studies, Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art; on leave Fall 2022
- Guy M. Hedreen, Amos Lawrence Professor of Art; on leave 2022-2023
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Robert Sterling Clark Professor of Art; on leave 2022-2023
- Murad K. Mumtaz, Assistant Professor of Art
- Amy D. Podmore, J. Kirk T. Varnedoe 1967 Professor of Art; on leave Fall 2022
- Sarah Rara, Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art; on leave 2022-2023
- Stefanie Solum, Professor of Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

**ADVISING**

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Michelle Apotsos

Art Studio Faculty Advisor: Laylah Ali

History and Studio Faculty Advisor: Michelle Apotsos and Laylah Ali

**ART HISTORY**

The history of art is different from other historical disciplines in that it is founded on direct visual confrontation with objects that are both concretely present and yet documents of the past. We emphasize analysis of images, objects, and built environments as the basis for critical thought and visual literacy. In addition to formal and iconographic analysis, we use the work of other disciplines to understand visual images, such as social history, perceptual psychology, engineering, psychoanalysis, cultural studies, and archaeology. Because of its concentration on visual experience, the Art History major increases one's ability to observe and to use those observations as analytical tools for understanding history and culture.

## Major Requirements

### The Art History major requires a minimum of nine courses:

Any three of the following six courses: ARTH 101, ARTH 102, ARTH 103, ARTH 104, ARTH 105 and ARTH 106

Any ARTS (studio) course.

Any two courses in Art History concerned with the following: one course in art history concerned with a period prior to 1800 and one course in art history concerned with post 1800.

ARTH 301 Methods of Art History

One 400-level Seminar or 500-level Graduate Seminar (in addition this course may be used to satisfy the pre-1800 or post-1800 requirement).

One additional course, at any level.

The faculty encourages students to construct a major with historical depth and cultural breadth. The numbered sequence of courses is intended to develop knowledge and skills appropriate to students' level of experience, ultimately supporting original, independent work at the 400-level.

**100-LEVEL COURSES** require no experience in the subject. They are introductions to the field that develop students' skills in visual analysis, interpretation, and written expression and argumentation.

**200-LEVEL COURSES** are introductions to specific fields within art history, but normally open to students with no experience in art history. Often, there is a significant lecture component to the courses.

**300-LEVEL COURSES** focus more closely on specific art-historical problems, or present material in a tutorial format. The goal of these courses is to build skills needed for independent research and sustained analytical writing. Generally, there is a higher expectation of student participation or initiative, and longer and/or more frequent writing assignments. In the 300 level, students learn to work with and evaluate different types of sources, research tools, historical perspectives, and methodological approaches.

**400-LEVEL COURSES** are intensive discussion-oriented seminars that emphasize critical analysis and build toward student-initiated, independent work (oral presentations and sustained, analytical research papers). Advanced majors who have taken ARTH 301 are encouraged to work at the 400 or 500 level, and papers produced in these courses are normally the basis for the senior thesis.

## HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose the Art History or the Studio Art route, to the major, while taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department's administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

## Major Requirements

### The History and Studio major requires a minimum of nine courses:

Any TWO of the following six courses: ARTH 101, 102, 103, 104, 105 or 106

ARTS 100-level course

ARTS 200-level course

ARTH 301 Methods OR ARTS 319 Junior Seminar. For 2022-2023, History and Studio majors may take ARTH 307/ARTS 308 in lieu of ARTH 301 or ARTS 319 if they wish.

ARTH 400-level OR 500-level course

ARTS elective

ARTH elective

ARTS 300-level course

OR ARTS 418 (with permission), if pursuing a Studio tracking an Art History track

OR an ARTH 400-level course or ARTH 494 (with permission), if pursuing an Art History track

The application for the History and Studio route must include both a written statement of purpose and a list of proposed courses. Both must be approved by two advisors, one from Art History and the other from Studio Art, and be submitted to the department's administrative assistant before the student may register for the major.

History and Studio students whose ongoing projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ARTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Or, a student following the Studio Art track may propose a senior Independent Study project in order to pursue Honors. Those History and Studio majors with an Art History emphasis may apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Honors Seminar (ARTH 494).

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

## THE DEGREE WITH HONORS IN ART

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

### Art History

To graduate with honors in art history, students are to enroll in the Senior Thesis Seminar (ARTH 494) during the Spring semester of their senior year, where they will develop an original research paper (completed in a prior course, a travel research project, or an independent study). To be admitted to the seminar, students must submit their original research paper to the Art Department's Administrative Assistant in Lawrence no later than the end of the reading period of the Fall semester. The paper must be properly formatted and include both illustrations and bibliography. It must additionally include a thesis project proposal of 500-700 words.

Students must also secure an academic advisor for their project and complete the advising Agreement Form (available from the Art Department's Administrative Assistant) by the end of the reading period of the Fall semester. This form serves to verify: a) your advisor's support of your project, and b) your advisor's approval of your plans for Winter Study. Students should plan to dedicate Winter Study to work on their thesis project and, to this end, they should enroll in ARTH 31 immediately after (but not before) notification of admission into ARTH 494. (To avoid problems should they not be admitted to ARTH 494, students should pre-register in another Winter Study course). Because faculty are not usually available during this period, it is very important for students to plan, together with their advisors, a work schedule for Winter Study with concrete goals. Admission to the Senior Thesis Seminar will be determined by the instructor of the seminar, in consultation with the Art Department faculty. The important criteria for admission are: 1) the quality, originality, and potential of the research paper on which the thesis project will be based; 2) the availability of a suitable advisor for the project, and the commitment of that advisor to supervise the work during the Spring term; 3) strong past performance in the art history route to the Major; 4) completion of ARTH 301 by the time of the application (exceptions to this rule must be granted beforehand by the chair of the Department).

In early January, the instructor will notify students of their admission to the Thesis Seminar. Since enrollment is by invitation only, students should pre-register for four classes in the Spring semester. If invited to join the seminar, students should then drop one of those courses and add the Thesis Seminar during drop-add period. The Thesis Seminar is to be taken in addition to the nine required courses for the art history route to the Major. Once in the seminar, students will revise, refine, and expand on previous research and produce a paper of approximately 25 pages. At the end of the semester, they will present a shortened version of the paper to the faculty and public at the Williams College Museum of Art.

Students who have identified a thesis topic and secured an advisor may apply early (in the Spring semester of their junior year) in order to pursue—in relation to their thesis project—summer research opportunities and/or a faculty-sponsored independent study in the following Fall semester. The procedure and criteria for students applying early are the same as those outlined above. (That is, students applying early would likewise take the Winter Study and Spring courses). Materials for early application (the same as outlined above) would be due by 5:00 pm on the Thursday preceding Spring Break.

### History and Studio

History and Studio majors may follow either the Studio Art or Art History route to [honors](#). Alternatively, a student may pursue honors through an Independent Study project, to be undertaken during Winter Study and the Spring semester under the guidance of their two advisors.

The review process for the honors candidates in the senior seminars (ARTS 418 or ARTH 494) will proceed according to the regular honors

process for the respective wing of the Art Department, and will include both advisors. If the honors project is conducted via an Independent Study, the final project will be submitted to the two advisors who will determine whether or not it will receive honors. If the student chooses not to follow the Honors route, they may take either a 300-level ARTS course, or a 400-level ARTH seminar instead.

The route to honors is a combination of the art studio and art history routes to honors. At the beginning of senior year, a candidate for honors in History and Studio makes a proposal to two faculty members, one faculty advisor from each wing of the department. If both advisors agree to supervise the project, the candidate enrolls in an independent study and works through the Fall semester and Winter Study. The progress of the project is assessed by both advisors at the end of Winter Study; if the project is not well enough developed, the advisors may end it at that time. If the project is allowed to move forward, the student enrolls either in Senior Seminar (ARTS 418, for which they will need permission of the instructor), if the project is primarily a matter of making art, or in an Honors Independent Study, if it is primarily a writing project. The final project is submitted to the two advisors, who will determine whether or not it will receive honors.

## **STUDY ABROAD**

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

### **Art History**

Art History majors must take ARTH 301 in their junior year unless they are planning to study abroad for a full year or unless there is only one section of 301 offered; in that case, they may take the required class in their senior year (and should consider taking the course as a second-semester sophomore). The Department does not pre-approve courses for the art history major, but will offer provisional credit for courses that appear to satisfy requirements for the major. Art history majors may satisfy no more than 3 requirements abroad (the ARTS requirement may be satisfied abroad only if the student is away for the full academic year. Student may not receive credit for 400-level work while abroad). Art history students should be aware that in many programs course selection is limited and is not known before one commits to the program. It may happen that none of the art history courses offered during the semester abroad satisfy distribution requirements for the major.

### **History and Studio**

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and Studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and Studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

## **ARTH 101 (F) Introduction to European Art Before 1700**

**Cross-listings:** REL 105 ARTH 101

### **Primary Cross-listing**

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

**Class Format:** This course has 2 components: lectures and conferences. The lectures will be twice or three times weekly, the conferences once per week. Both lectures and conferences will be held in person.

**Requirements/Evaluation:** Three shorter essays (one of which may be in the form of a take-home final exam), several quizzes, and engaged participation in conference sections

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be based on a short questionnaire, which students will be asked to complete if the course is over-enrolled.

**Expected Class Size:** 60

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 105 (D1) ARTH 101 (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Peter D. Low, Stefanie Solum

CON Section: 02 T 9:55 am - 11:10 am

CON Section: 03 T 11:20 am - 12:35 pm

CON Section: 04 T 1:10 pm - 2:25 pm

CON Section: 05 R 9:55 am - 11:10 am

CON Section: 06 R 11:20 am - 12:35 pm

CON Section: 07 R 1:10 pm - 2:25 pm

### **ARTH 102 (S) Art and Architecture from the Age of Enlightenment to the Present**

A semester-long, team-taught introduction to European and American art & architecture from approximately 1600 to the present. Students will learn how to analyze art made for the widest variety of purposes, from inspiration and contemplation to commemoration and condemnation. We will look at some of this era's most deeply moving art, including works by Rembrandt and Maya Lin, Bernini and Frank Lloyd Wright, Van Gogh and Kehinde Wiley. To the extent that we are able, we will also spend time with original works and familiarize ourselves with the wealth of resources in Williamstown: the Williams College Museum of Art, the Clark Art Institute, and the Chapin Rare Book Library.

**Class Format:** conference discussion

**Requirements/Evaluation:** quizzes, participation in conferences, midterm, two papers and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** art history majors

**Expected Class Size:** 60

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Michael J. Lewis, Catherine N. Howe

CON Section: 02 T 9:55 am - 11:10 am Catherine N. Howe

CON Section: 03 T 11:20 am - 12:25 pm Catherine N. Howe

CON Section: 04 T 1:10 pm - 2:25 pm Catherine N. Howe

CON Section: 05 R 9:55 am - 11:10 am Michael J. Lewis

CON Section: 06 R 11:20 am - 12:35 pm Michael J. Lewis

CON Section: 07 R 1:10 pm - 2:25 pm Michael J. Lewis

### **ARTH 103 (S) East Asian Art (DPE)**

**Cross-listings:** ASIA 103 ARTH 103

**Primary Cross-listing**

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Requirements/Evaluation:** attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 103 (D1) ARTH 103 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

**Attributes:** ARTH pre-1800 Courses GBST East Asian Studies Electives

Not offered current academic year

**ARTH 104 (F) Materials, Meanings, and Messages in the Arts of Africa** (DPE)

**Cross-listings:** ARTH 104 AFR 105

Primary Cross-listing

This course introduces students to the wealth, power, and diversity of expressive forms that have characterized the arts of Africa and its Diaspora from prehistory to the present. Pulling extensively from the collections at the Williams College Museum of Art and other campus resources, students will not only experience firsthand the wide array of objects that have been produced within this vast geography, but will also come to recognize how multiple senses including sight, sound, smell, and touch play a key role in understanding how these objects work within their respective contexts. As tools of political control, social protest, divine manifestation, and spiritual intervention, these objects and their associated performances also challenge what we might typically consider art in the Western tradition and as such students will be pushed to think beyond such terms in their examinations of these rich creative traditions.

**Requirements/Evaluation:** weekly WCMA object lab reports, weekly reading discussion GLOW posts, bi-monthly quizzes (7 total), two reading response papers (3 pages each)

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Art History and African Studies majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 104 (D1) AFR 105 (D2)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through its exploration of the differences between concepts of art in

African and Western traditions, and how this difference has formed the foundation for hierarchies of power within the art world that have long disenfranchised and disempowered artists from the continent. This course highlights this historical platform in order to renovate established biases and assumptions about these objects that position them as 'primitive' or 'exotic' constructs.

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **ARTH 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 105

#### **Primary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

### **ARTH 106 (F) An Invitation to World Architecture (DPE)**

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and

one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

**Requirements/Evaluation:** Written evaluative measures: 8 object lab assignments, 6 written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** First-year students have priority, followed by art history majors, sophomores, juniors, and seniors

**Expected Class Size:** 45

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Michelle M. Apotsos

CON Section: 02 W 11:00 am - 12:15 pm Michelle M. Apotsos

CON Section: 03 W 1:10 pm - 2:25 pm Michelle M. Apotsos

CON Section: 04 W 2:35 pm - 3:50 pm Michelle M. Apotsos

### **ARTH 203 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

#### **Secondary Cross-listing**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

**ARTH 204 (F) Historical Research in Dance and Performance Studies**

**Cross-listings:** ARTH 204 DANC 103

**Secondary Cross-listing**

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

**Requirements/Evaluation:** short weekly assignments, two 5-7 page essays, two group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 204 (D1) DANC 103 (D1)

**Not offered current academic year**

**ARTH 205 (F) Patrons, Rituals, and Living Images in Japanese Buddhism**

**Cross-listings:** ASIA 205 REL 213 ARTH 205

**Primary Cross-listing**

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities--the imperial court, immigrant artists, monks, women, and commoners--employed and venerated Buddhist images for political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

**Requirements/Evaluation:** attendance, class participation, 4 reading and object response papers (2-3 pages), midterm, non-cumulative final exam, and digital exhibition project with an 8-10 minute presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** First and second-year students, but open to all

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 205 (D1) REL 213 (D2) ARTH 205 (D1)

**Attributes:** ARTH pre-1800 Courses

**Not offered current academic year**

**ARTH 206 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Primary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**ARTH 207 (F) "Out of Africa": Cinematic Portrayals of a Continent (DPE) (WS)**

**Cross-listings:** ARTH 207 AFR 207

**Primary Cross-listing**

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

**Requirements/Evaluation:** targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 207 (D1) AFR 207 (D1)

**Writing Skills Notes:** This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

**Attributes:** ARTH post-1800 Courses GBST African Studies Electives

Not offered current academic year

### **ARTH 209 (S) The Art and Archeology of Maya Civilization**

**Cross-listings:** ARTH 209 ANTH 219

Secondary Cross-listing

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm and final exams, hieroglyphic project, 15pp research paper

**Prerequisites:** none, but an introductory ARTH or ANTH course recommended

**Enrollment Limit:** none

**Enrollment Preferences:** Anthropology/Sociology and Art History majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 209 (D2) ANTH 219 (D2)

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

### **ARTH 210 (F) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present (DPE)**

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical

stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Requirements/Evaluation:** midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if overenrolled, waitlisted students will be selected on a lottery

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

LEC Section: 01 Cancelled

### **ARTH 211 (F) Art and Experience in Ancient Rome**

**Cross-listings:** ARTH 211 CLAS 210

**Secondary Cross-listing**

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. *All readings are in translation.*

**Requirements/Evaluation:** attendance and preparation, a mid-term, a final, and a medium-length paper

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 211 (D1) CLAS 210 (D1)

**Not offered current academic year**

### **ARTH 212 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages**

**Cross-listings:** ARAB 212 REL 210 ARTH 212

### Primary Cross-listing

This lecture course will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the polities of Western Europe. The course will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

**Requirements/Evaluation:** 6-8-page paper, quiz, midterm, final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first- and second-year students, but open to all

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 212 (D1) REL 210 (D1) ARTH 212 (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Peter D. Low

### ARTH 213 (S) The Human Figure in the Ancient Mediterranean

**Cross-listings:** ARTH 213 CLAS 213

### Primary Cross-listing

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

**Requirements/Evaluation:** participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 213 (D1) CLAS 213 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 218 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)**

**Cross-listings:** REL 284 WGSS 284 ARTH 218

**Primary Cross-listing**

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

**Requirements/Evaluation:** Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** First years and sophomores, but open to all.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

**Writing Skills Notes:** In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 221 (F) History of Photography**

**Cross-listings:** STS 221 ARTH 221

**Primary Cross-listing**

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the

theoretical frameworks that developed alongside that history.

**Requirements/Evaluation:** three to four short papers, quizzes, online presentations.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** art history majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 221 (D1) ARTH 221 (D1)

**Attributes:** ARTH post-1800 Courses FMST Related Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Catherine N. Howe

### **ARTH 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222 ARTH 222

#### **Primary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** Discussion and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 222 (D1) ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

### **ARTH 223 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

**Cross-listings:** COMP 322 ENGL 356 AFR 323 AMST 323 ARTH 223

### Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

**Requirements/Evaluation:** class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course is part of the Gaudino Danger Initiative

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 322 (D2) ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### ARTH 228 (S) Velázquez, Goya, and Picasso

**Cross-listings:** ARTH 228 RLSP 228

### Secondary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

**Requirements/Evaluation:** 3- to 5-page weekly assignment

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

### **ARTH 229 (F) The Art of Natural History (WS)**

**Cross-listings:** STS 226 ARTH 229

#### **Primary Cross-listing**

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

**Class Format:** There will be field trips if travel is allowed.

**Requirements/Evaluation:** Five 5 page essays, five 1-2 page responses to partner's essays, critical conversation.

**Prerequisites:** None.

**Enrollment Limit:** 8

**Enrollment Preferences:** Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 226 (D1) ARTH 229 (D1)

**Writing Skills Notes:** This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 230 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World**

**Cross-listings:** CLAS 209 ARTH 230

#### **Secondary Cross-listing**

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

**Requirements/Evaluation:** class participation, map quizzes, three short papers, mid-term exam, and a final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students with an interest in the ancient Mediterranean world and in the history of art and architecture

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 209 (D1) ARTH 230 (D1)

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Nicole G. Brown

### **ARTH 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)**

**Cross-listings:** ARTH 231 WGSS 231

#### **Primary Cross-listing**

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

**Class Format:** some tutorial meetings will be conducted at local museums

**Requirements/Evaluation:** engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

**Prerequisites:** first-year and sophomore students (this class is open to students with no experience in art history)

**Enrollment Limit:** 10

**Enrollment Preferences:** a statement of interest will be requested in the event the course is over-enrolled

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 231 (D1) WGSS 231 (D1)

**Writing Skills Notes:** This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

**Attributes:** ARTH pre-1800 Courses

**Not offered current academic year**

### **ARTH 232 (S) Renaissance Rome: Renovating the Eternal City**

George Eliot called Rome "the city of visible history," a place with the power to bring "the past of a whole hemisphere" right before our eyes. The magnetic visual power of Rome did not just occur naturally, however; it is a product of a bold urban project first envisioned by Renaissance popes and brought into being by the artists and architects they hired. During the fifteenth and sixteenth centuries, Rome was transformed from a shrinking and neglected medieval town into a thriving center of artistic energy and invention. Beginning with the papacy's return to the city in 1417, we will focus on the historical, ideological, and artistic forces behind this period of renovation and restoration that reshaped the urban and artistic fabric of the city. We will study the particularly Roman foundations for the period known as the High Renaissance, then, approaching art historical touchstones by Michelangelo, Raphael, and Bramante as works grounded in a uniquely Roman sense of time and historical destiny. We will conclude with a selective look at Baroque works by Caravaggio, Bernini and Borromini, exploring their powerful innovations and effects as a continuation of the Renaissance renewal of the eternal city.

**Class Format:** lecture

**Requirements/Evaluation:** Robust Community Discussions; 4-5 page visual and contextual analysis paper; 10-12 page research paper with multiple components (including prospectus, annotated bibliography, presentation); Google Earth Mapping Journal of Rome; Weekly Wellness

**Prerequisites:** none; open to Art majors as well as non-majors

**Enrollment Limit:** 15

**Enrollment Preferences:** Art majors current or prospective, and students following other majors with specific curricular interest in Roman history

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Stefanie Solum

### **ARTH 233 (S) Italian Renaissance Art**

A survey of Italian art from Giotto to Michelangelo. This course will follow a chronological framework, giving students a grounding in the development of Italian art over the course of the 14th-16th centuries, but will also take a thematic approach that will allow us to delve into important art historical issues. Some, such as historical consciousness and the relationship to the past, or the reinvention of the idea of the artist and of art itself, will be important as we construct a critical understanding of the idea of "renaissance," or "rebirth," long central to the identity of the period. Others, such as gender, patronage, power, naturalism, and the materiality of objects, will bring us deep into the worlds in which these dazzling and still powerful works of art were originally created and experienced.

**Class Format:** Class time will be a combination of lecture segments and seminar discussions, with a mid-semester interlude of tutorial-style meetings.

**Requirements/Evaluation:** 2 Quizzes, 2 Essays, Final Take-Home Exam

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** ARTH majors and students interested in the ARTH major

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 238 (S) Greek Art and the Gods**

**Cross-listings:** ARTH 238 REL 216 CLAS 248

Primary Cross-listing

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images

the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aeschylus, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

**Class Format:** discussion

**Requirements/Evaluation:** short writing assignments, midterm exam, final exam, final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 241 (F) Impressionism, Post-Impressionism, and Modernity**

In 1874, an art critic mockingly termed Claude Monet's painting of a sunrise over the sea "impressionist [...] more unfinished than wallpaper in an embryonic state." With this phrase, he gave a name to a new style of painting that profoundly shaped the late nineteenth and early twentieth-century avant-garde movements in Europe and beyond. Beginning with the invention of photography in the early nineteenth century and ending with the advent of cinema, abstraction, and mechanized warfare in the first decades of the twentieth, this course will trace the origins and afterlives of "Impressionism" in art and cultural history. Many of the artists who continue to draw the largest crowds in museums around the world today--among them Manet and Monet, Degas and Seurat, Van Gogh and Rodin, Klimt and Picasso--fall within our period of study and will be subjects of our examination. Designed for students who have no prior experience studying art history, the course will prioritize methods of close looking and formal analysis. (If social distancing protocols allow, the course will include optional study visits to examine first-hand examples of paintings, sculptures, decorative arts, and printmaking at the Clark Art Institute and Manton Study Center for Works on Paper and Williams College Museum of Art). At the same time, the questions and methods at the core of our inquiry will be fundamentally interdisciplinary, and will engage students all across the humanities and sciences (major scientific figures such as the inventor Thomas Edison and the evolutionary biologist Charles Darwin will figure prominently in our narrative). Readings will emphasize close engagement with primary sources drawn from multiple disciplines: writings by artists and art critics from the period, as well as scientists, philosophers, psychologists, political theorists, and poets. We will approach "Impressionism" and "Post-Impressionism" as episodes in the cultural history of Europe that are uniquely revealing of a historical experience we still acutely feel today, which was called, for the first time in the nineteenth-century, "modernity."

**Requirements/Evaluation:** weekly discussion question, 1 visual analysis essay (4pp), take-home midterm, take-home final, research paper (8pp)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** Art-history majors, then art-studio and history and studio majors, then any interested student.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 242 (F) Art and Enlightenment in Europe**

**Cross-listings:** ARTH 552 ARTH 242

**Primary Cross-listing**

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

**Requirements/Evaluation:** midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

**Prerequisites:** none

**Enrollment Limit:** 50

**Enrollment Preferences:** art history majors

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 552 (D1) ARTH 242 (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Emmelyn Butterfield-Rosen, Caroline O. Fowler

**ARTH 245 (S) The Nature of Work**

**Cross-listings:** CLAS 243 COMP 285 ARTH 245

**Secondary Cross-listing**

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary sources. All readings will be in translation.

**Requirements/Evaluation:** class participation; several short writing assignments; final paper

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Classics majors, Art History majors, Comp Lit majors, and intending majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 243 (D1) COMP 285 (D1) ARTH 245 (D1)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nicole G. Brown

**ARTH 246 (F) Museum Culture: Do you see what I see?! (DPE)**

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how "art" figures and what agency it wields in millennial settings. This class is an opportunity to explore these issues with particular reference to museums and the objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual cultures might be presented or distorted in museum exhibitions and public spaces. Particular attention will be given to traditions or people that have been erased or misunderstood over time as art history has evolved as a discipline. Students will look, sketch, photograph and write throughout the semester, thereby exploring the entire spectrum of visibility from production to reception.

**Requirements/Evaluation:** Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomores and majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARTH 248 (S) War, Revolt, and Revolution in Art 1750-1850**

This lecture course will focus on the dynamics of art, culture, and experience in Europe from the later eighteenth century to the middle of the nineteenth century. Spanning the global conflict of the Seven Years War, French Revolution of 1789, Haitian Revolution, Napoleonic occupations, and the Revolutions of 1848, this period of dramatic artistic, social, and political change gave rise to new conceptions of subjectivity, freedom, as expressed in the visual arts. How did art, new practices of art-making, and new modes of aesthetic experience convey and embody these crises, at once at the intimate level of individual experience and across transformations wrought by war and empire? We will examine the work of major artists in depth, particularly as that work helps constitute new accounts of the individual subject, the citizen, the migrations of populations, the spectacle of punishment, and other great alterations in the public sphere. Additionally, we will discuss the ways in which these histories have been addressed in art-historical writing and in museum practice.

**Class Format:** A third of our class time will be devoted to discussion. This course will also require students to visit WCMA, Special Collections, and the Clark.

**Requirements/Evaluation:** Attendance, participation, two essays (4-5 pages double spaced), midterm examination, final examination.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 259 (S) Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World**

**Cross-listings:** ARAB 259 AFR 259 ARTH 259

#### **Primary Cross-listing**

From the Swahili stone houses of East Africa to the massive earth and timber mosques of the Sahel, the story of Islam in Africa is one of cultural and spiritual hybridity expressed through material form. In this course, students will explore how artistic forms and traditions in Africa have functioned as vehicles of access and integration for Islam, enabling it to assimilate itself with numerous African contexts towards becoming the dominant religious force on the continent. In addition, students will investigate how the forms, functions, and meanings of Afro-Islamic objects across the continent reflect not just one African Islam, but many different iterations, each shaped by the specific frameworks of its cultural context. The contemporary component of the course will examine how modernity in the form of globalization, technology, and Westernization has affected Afro-Islamic artistic traditions, and how these shifts reflect larger evolutions within understandings of Islam in Africa in the contemporary period.

**Requirements/Evaluation:** three reading response papers (2 pages each), class journal, a mid-term exam, and a final exam

**Prerequisites:** none, although an introductory course in art history or Islamic studies would be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** students who have declared a major in Art History or Africana Studies

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 259 (D1) AFR 259 (D1) ARTH 259 (D1)

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **ARTH 262 (F) Modern Architecture**

A century ago, the Modern Movement promised the most sweeping cultural transformation since the Renaissance. Architecture was only one lobe of a comprehensive movement that embraced literature and painting, music and theater, all aspiring to the same radical emancipation from traditional form and structures of authority. What happened? How and why did modern architecture abandon its utopian vision. Students will explore the major developments in Western architecture from 1900 to the present, and become familiar with its major figures: Wright, Gropius, Mies van der Rohe, Le Corbusier, Aalto, Kahn, Venturi, Gehry, Koolhaas, and Hadid. Students will learn a variety of skills: design a 1000-square foot vacation house; present to the class an analysis of a building; and organize a small exhibition of architectural treatises in the Chapin Library.

**Requirements/Evaluation:** two hour tests and a design project including drawings and a written statement

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and sophomores

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Michael J. Lewis

**ARTH 264 (F) American Art and Architecture, 1600 to Present**

**Cross-listings:** AMST 264 ARTH 264

**Primary Cross-listing**

American art is often looked at as a provincial version of the real thing--i.e., European art--and found wanting. This course examines American architecture, painting, and sculpture on its own terms, in the light of the social, ideological and economic forces that shaped it. Special attention will be paid to such themes as the Puritan legacy and attitudes toward art; the making of art in a commercial society; and the tension between the ideal and the real in American works of art.

**Requirements/Evaluation:** 15-page research paper (divided into an annotated bibliography, first draft and revised draft); weekly study questions on the readings; final 15-minute oral exam

**Enrollment Limit:** 60

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 264 (D1) ARTH 264 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

**ARTH 265 (S) Pop Art (WS)**

**Cross-listings:** AMST 265 ARTH 265

**Primary Cross-listing**

The use of commercial and mass media imagery in art became recognized as an international phenomenon in the early 1960s. Items such as comic strips, advertising, movie stills, television programs, soup cans, "superstars," and a variety of other accessible and commonplace objects inspired the subject matter, form, and technique. This course will critically examine the history and legacy of Pop Art by focusing on its social and aesthetic contexts. An important component of the course involves developing skills in analyzing visual images, comparing them with other forms, and relating them to their historical context.

**Requirements/Evaluation:** one final research paper (15 pages) written in stages over the semester including revisions; bibliographic research, writing exercises, and oral presentations

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Art majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 265 (D1) ARTH 265 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses

Not offered current academic year

## **ARTH 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**

**Cross-listings:** REL 272 ARTH 272 ASIA 272 ASST 272

### **Primary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Requirements/Evaluation:** 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 272 (D2) ARTH 272 (D1) ASIA 272 (D1) ASST 272 (D1)

**Not offered current academic year**

## **ARTH 284 (S) The Postwar Avant-Gardes**

Artistic discourse in the Western hemisphere dramatically changed course in the wake of the Second World War. The mass trauma inflicted by the war prompted artists and critics throughout the region to reassess the role and potential of art in society. But the war's mass displacement of communities also displaced the centers for artistic activity, and avant-garde practices soon expanded vigorously throughout the Americas. Through comparative studies, this course will analyze the artistic avant-gardes that emerged simultaneously in the United States and Latin America after 1945. We will place these myriad practices in dialogue, to elucidate the complexity, richness, and vitality of artistic practices in the postwar era.

**Requirements/Evaluation:** two exams, two short 2-page writing assignments, one 6- to 8-page research paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** If overenrolled, waitlisted students will be chosen on a lottery basis.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Mari Rodriguez Binnie

## **ARTH 286 (F) Japanese Popular Visual Culture**

**Cross-listings:** COMP 186 ARTH 586 ASIA 186 ARTH 286

### **Secondary Cross-listing**

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material

examples of Japanese popular culture on display in the *Repro Japan* exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 186 (D1) ARTH 586 (D1) ASIA 186 (D1) ARTH 286 (D1)

Not offered current academic year

### **ARTH 289 (S) The Invention of Life Worlds**

This course looks towards alternate and coexisting imaginaries of life worlds, examining their development in the arts and letters. With attention to visual and literary ethnography, science fiction, feminist theory, and creative non-fiction, we will contemplate methods of making and inventing in the contemporary world, focusing on the transhistorical and transcultural production of knowledge. Speculative forms of creative production and seminar discussion, as well as some of the most challenging ethical proposals for the future will guide our investigation of artworks, media, and literary production. Climate change, environmental justice, indigeneity, and multispecies interaction will resonate at the political center of this experimental seminar.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Students planning to major in Art History, Art History and Studio Art majors, then any interested student

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 Cancelled

### **ARTH 290 (S) Enslavement and Colonialism in Dutch Painting, ca. 1500-1800**

This introductory lecture course to Dutch art from 1560-1795 will study how the rise of the trans-Atlantic slave trade and colonialism were central to the mythic construction of a Dutch Golden Age. From the iconic paintings of Rembrandt and Vermeer to the pictorial reproductions of the plantations in Indonesia and the Americas, we will ask how the visual record of this period has both written and erased the violent histories that are integral to the canon of Dutch painting. The course will begin with the iconoclastic riots in Antwerp in the 1560s and end with the slave revolt in the Dutch Colony of Curaçao in 1795, and throughout we will ask how to tell this history of enslavement and colonialism over two centuries when the voices of the enslaved and colonized were excised from the historical record.

**Requirements/Evaluation:** 2 visual analysis essays (3-4 pages each); midterm exam; and take-home final exam with essays.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Art History and Art Studio majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 301 (F) Methods of Art History (WS)**

This course on the methods and historiography of art history offers art-history majors an overview of the discipline. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. The course is designed to offer a pluralistic perspective on key theoretical and methodological approaches to art history. Readings will regularly compare the Western discipline with frameworks from other parallel cultures. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

**Class Format:** In the fall of 2022, this class will meet in person. We will meet altogether once per week for a lecture. We will meet a second time each week in a seminar format.

**Requirements/Evaluation:** six 1,000-word analytical essays plus one 2,000-word writing project. Participation in class discussion. Attendance.

**Prerequisites:** any prior ARTH course (one or more 100-level ARTH course[s] recommended). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

**Enrollment Limit:** 19

**Enrollment Preferences:** The course is limited to art-history and (with permission) art history/studio majors. If the course is over-enrolled, preference will be given to senior AH majors, then juniors. Second-year students intending to major in art may enroll with permission.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Murad K. Mumtaz

### **ARTH 305 (F) Queer Art, Queer Archives**

Focusing on a number of recent museum exhibitions dedicated to queer art and artists in the U.S. and abroad, this course critically examines the emergence of queer art histories. How are queer art histories being written and presented? And how is queer art being collected and preserved? We will explore these questions (and others) through the lens of the archive and the research and collecting practices associated with archives. As a class, we will critically examine the role, limits, and possibilities of archives in art historical research, curatorial practice, and museum exhibitions. Course readings will consider various historical, theoretical, and methodological approaches to the archive and curatorial practice. We will also consider artists' archives and what has been described as an "archival impulse" in contemporary art. This course is being developed in conjunction with Williams College Museum of Art's presentation of the traveling exhibition Axis Mundo: Queer Networks in Chicano L.A., the first historical exhibition on queer Latinx art. Select assignments and student presentations will encourage first-hand experience with artworks in the exhibition.

**Requirements/Evaluation:** multiple short writing and bibliographic exercises; regular oral presentations; research paper (18-20 pages) written in stages and revised and expanded over the semester

**Prerequisites:** ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** none

**Enrollment Preferences:** senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 307 (F) Contemporary methodologies in History and Practice**

**Cross-listings:** ARTH 307 ARTS 308

Primary Cross-listing

This course explores contemporary methodologies that traverse both collective research and artistic production, providing an overview of theoretical and practical frameworks in contemporary art through case studies, close reading, and interdisciplinary artistic projects. We will speculate on the role of the artist, the curator, and the critic as "host" in order to foreground how a care-centered and collective approach to knowledge production can run counter to existing power paradigms, such as patriarchy, colonialism, and capitalism. Building on existing exchanges between disciplines--from feminist thought, queer theory, disability studies, visual and media studies--this hybrid studio and critical theory course presents contemporary art as a field uniquely suited to imagine alternative structures of institutional support and mutual aid. Through engagement with critical and creative texts, as well as a series of making exercises, we will experiment with practices of care and resource-sharing through art production, and imagine how arts practitioners can take a critical position that counters prevailing logics of individualism and enclosure.

**Class Format:** Studio

**Requirements/Evaluation:** Grade is evaluated based on class attendance and participation, completion of weekly readings and/or making exercises, and one final project that responds to course material and themes.

**Prerequisites:** At least one prior course in Art History or Studio Art, or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** History-and-Studio Majors get first priority, then regular Studio Majors and Art History Majors, then any interested student.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Under \$500. Students on financial aid may utilize the book grant to defray any materials costs.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 307 (D1) ARTS 308 (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 R 1:10 pm - 3:50 pm Shoghig M. Halajian, Luke Fischbeck

### **ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

Primary Cross-listing

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

### **ARTH 310 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

#### **Primary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

### **ARTH 311 (S) Women and Art in East Asia (DPE)**

**Cross-listings:** ARTH 311 ASIA 311

### Primary Cross-listing

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed

**Requirements/Evaluation:** attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History, Asian Studies, Chinese, or Japanese majors, but open to all

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 311 (D1) ASIA 311 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Not offered current academic year

### ARTH 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707

**Cross-listings:** HIST 314 ARTH 314 ASST 314 ASIA 314

### Secondary Cross-listing

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4-5 short papers and a final paper

**Prerequisites:** students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

**Enrollment Limit:** none

**Enrollment Preferences:** graduating seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2) ASIA 314 (D2)

**Attributes:** ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

**ARTH 315 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)**

**Cross-listings:** GERM 314 WGSS 344 ARTH 315

**Primary Cross-listing**

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one research paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, German majors, then any interested student

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

**Difference, Power, and Equity Notes:** Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Not offered current academic year

**ARTH 318 (S) Environmentalism in Experimental Media, Art and Politics, 1960s to Present**

Over the semester we will address historical and contemporary debates on environmental politics from the critical perspective of artists, activists, and scholars from the 1960s to today. Organized thematically, this course addresses the aesthetics and politics of environmentalism alongside larger debates in the visual arts--including decolonial practices, globalization, conceptualism, collaboration and authorship, aesthetic reception, and the artistic transmission of ideas. We will place particular focus on lens-based and moving-image media practices with respect to the conceptualization of nature, as well as delve into the interrelation of materials and media in our greater cultural reckoning with climate change and environmental justice. Experiential engagement in the forms of screenings, group assignments, and the creation of site-specific and creative works in all media will amplify our art and media historical study of environmental politics in the public sphere. Students will also conduct independent research and essay writing in order to analyze the way we interpret, engage, alter, and mediate the natural world.

**Requirements/Evaluation:** Bi-monthly response papers (2 pages); participation in class and online forums; one 6-8 page paper; and a final media documentation project with accompanying written concept (5-7 pages)

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History and Studio Art Majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Spring 2023

LEC Section: 01 Cancelled

**ARTH 322 (F) Cold War Aesthetics (DPE) (WS)**

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

**Requirements/Evaluation:** Active participation, leading discussion, and five four-page writing assignments.

**Prerequisites:** One ARTH course.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to Art History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

**ARTH 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and

several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

### **ARTH 325 (S) The Arts of the Book in Asia (WS)**

**Cross-listings:** ASIA 325 ARTH 325

#### **Primary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

**Requirements/Evaluation:** 3 essays, a final project/paper based on museum objects, wall label

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 325 (D1) ARTH 325 (D1)

**Writing Skills Notes:** Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz, Anne Peale

## **ARTH 327 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**

**Cross-listings:** ARTH 527 ECON 227 ARTH 327

### **Primary Cross-listing**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

**Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

**Prerequisites:** ECON 110 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

**Not offered current academic year**

## **ARTH 331 (S) Michelangelo: Self and Sexuality (WS)**

**Cross-listings:** ARTH 331 WGSS 335

### **Primary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Requirements/Evaluation:** Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

**Prerequisites:** Any ARTH course

**Enrollment Limit:** 10

**Enrollment Preferences:** ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 331 (D1) WGSS 335 (D1)

**Writing Skills Notes:** Tutorial

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**ARTH 332 (S) Abstraction in Action: Global Modern and Contemporary Art (WS)**

Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion--to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately, the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

**Class Format:** biweekly seminar, with one lecture session and one discussion session

**Requirements/Evaluation:** participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

**Prerequisites:** must have previously taken one Art History course in any area

**Enrollment Limit:** 19

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will complete short written assignments and will prepare a final paper in three stages throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

**ARTH 335 (S) Uncovering Williams**

**Cross-listings:** AMST 335 ARTH 335

Secondary Cross-listing

Sparked by current controversies around visual representations at Williams, this course--a joint effort of the Williams College Museum of Art and the American Studies Program--interrogates the history of the college and its relationship to land, people, architecture, and artifacts. Students in this course will examine the visual and material culture of Williams and the land it occupies to uncover how the long and complex history of the college reverberates in the spaces and places students, faculty, and staff traverse daily. We take seriously that objects and environments are not neutral nor are the atmospheres that they reflect and produce. Our interdisciplinary approach draws from the methods and theories of American studies, art history, material culture studies, critical race theory, gender studies, and eco-criticism. Topics of discussion may include: the foundation of the college and displacement of native populations; buildings, objects, and monuments linked to Williams' evangelical history and the role of missionaries in American imperialism; the symbolic meaning of the varied architectural styles at the college; and the visibility/invisibility of the college's relationship to slavery and Abolitionism.

**Requirements/Evaluation:** participation (discussion, GLOW posts), 2-3 short papers, one 5- to 6-page midterm paper, and a 10- to 12-page final project (either a research paper or a substantial arts-type project) and bibliography

**Prerequisites:** sophomore standing or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 335 (D2) ARTH 335 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives

Not offered current academic year

### **ARTH 337 (S) Visual Politics**

**Cross-listings:** PSCI 337 ARTH 337 AMST 370

#### **Secondary Cross-listing**

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Crary, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

**Requirements/Evaluation:** regular, engaged class participation, several Glow posts, and \*either\* three 7- to 8-page papers \*or\* on short and one much longer paper.

**Prerequisites:** at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 337 (D2) ARTH 337 (D2) AMST 370 (D2)

**Attributes:** PSCI Political Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mark T. Reinhardt

### **ARTH 338 (S) The Romantic Revolution: Art and Experience in 19th-Century Europe**

This course explores major moments in nineteenth-century European painting and sculpture in relation to sweeping transformations across multiple dimensions of human experience, including aesthetics, philosophy, psychology, politics, and beyond. Key artists include Friedrich, Delacroix, Blake, Turner, Courbet, and many others. In each case we will interrogate their work across multiple art historical and intellectual perspectives, at once with a view to unveiling larger developments, but also to make the case for works of art as powerful bearers of meaning, and shapers of experience, in and of themselves. Assignments keyed to introducing students to a range of art historical methods and modes of argument and interpretation.

**Class Format:** combination lecture and discussion

**Requirements/Evaluation:** two research papers approximately 10 pages each; final exam; additional short reports

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

**ARTH 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)**

**Cross-listings:** ASST 342 ASIA 342 ARTH 342

Primary Cross-listing

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

**Requirements/Evaluation:** bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 342 (D1) ASIA 342 (D1) ARTH 342 (D1)

**Writing Skills Notes:** Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**ARTH 344 (F) Pacific-New England Material Histories (DPE)**

**Cross-listings:** ARTH 344 AMST 344

Primary Cross-listing

This course looks at the indigenous, colonial, maritime, and missionary histories that connect New England to island nations in the Pacific in the eighteenth and nineteenth centuries. Rather than thinking of Hawai'i and Massachusetts merely as opposite ends of United States colonial expansion, we will focus on the heterogeneous cast of historical actors—from queens to whalers—who interacted in these places and generated new forms in architecture, painting, printmaking, the decorative arts, textiles, and publishing. Particular attention will be paid to the politics of Hawaiian visual culture and the histories of Williams alumni in Hawai'i, but the readings, discussions, and student papers will not be limited exclusively to those subjects. Our time together will be split between lecture and class discussion, with some meetings devoted to archival research and object-based case studies in collections on campus. As a group, we will establish a corpus of objects and conceptual frameworks for analyzing what "Pacific-New England" means and how that might challenge our existing assumptions about regional art histories. Finally, we will experiment as a class with the best ways to convey what we've learned through our collective inquiry—whether in different forms of writing or by workshopping more creative approaches.

**Requirements/Evaluation:** participation in discussion, two short papers, final research project, and presentation; note: one required field trip, scheduled in consultation with the students

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 344 (D1) AMST 344 (D2)

**Difference, Power, and Equity Notes:** This course traces the ways that systemic biases regarding race, religion, gender, and class impacted and continue to affect relations of power, wealth, and ultimately sovereignty in the United States and in Hawai'i.

Not offered current academic year

### **ARTH 358 (S) Latinx Installation and Site-Specific Art (WS)**

**Cross-listings:** ARTH 358 LATS 358

#### Secondary Cross-listing

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

**Class Format:** discussion

**Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation

**Prerequisites:** LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators and Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 358 (D2) LATS 358 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives

Spring 2023

SEM Section: 01 Cancelled

### **ARTH 360 (S) The Gothic Cathedral: An Art History**

**Cross-listings:** ARTH 360 REL 360

#### Primary Cross-listing

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals -- the medieval equivalent of the blockbuster movie, and then some -- have amazed visitors for centuries. The widespread social media reaction of shock and dismay to the fire at Notre Dame Cathedral in Paris almost three years ago, moreover, indicates that this power of the cathedral to dazzle and to capture hearts remains very much alive. But how have art historians, specifically, made sense of these extraordinary, and extraordinarily complex, monuments? And how have the questions they have asked about the cathedral changed over time?

Through a close examination of a number of influential books, in particular -- each one of them a kind of miniature cathedral in its own right -- this 300-level seminar will investigate the shifting interpretation of the Gothic Cathedral over the past 150 years. In so doing, the seminar aims to shed light not only on the fascinating multiplicity of realities that make up the Gothic cathedral but also on the changing shape of the discipline of art history itself, from its beginnings to the early 2020s.

**Requirements/Evaluation:** participation in class discussion; 2 oral presentations; two 2-3-page papers, and a 8-10-page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** art majors and sophomores, but open to all

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 360 (D1) REL 360 (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 F 1:10 pm - 3:50 pm Peter D. Low

### **ARTH 363 Space into Place: Composing Modernity through Maps and Landscape Paintings, 1500-1900**

Colonial expansion and growing trade networks created new needs for picturing the globe in early modern Europe. In other words, globalization required a world broken down into concrete units that could be known and recognized. The artistic and the cartographic were two fundamental modes of representing space. What we might learn by bringing landscape paintings and maps together in dialogue? What are the aesthetic expectations of each genre? How were subject, scale, perspective, and proportion determined and by whom? Moving beyond a binary opposition of science versus art, we will study conventions and changes in mapmaking and landscape painting from the sixteenth to nineteenth centuries to analyze shifting conceptions of national identity, modernity, and the relation of humans to nature. Course lectures and an interdisciplinary array of readings will provide historical and conceptual support for object-based discussions in the Williams College Museum of Art, the Chapin Rare Book Library, and at the Clark Art Institute.

**Class Format:** this course will meet twice per week, the first meeting will be in the format of a lecture, the second will be a seminar-style discussion

**Requirements/Evaluation:** two short papers (4-5 pages), one longer final paper (10-12 pages), presentations, and participation in discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 367 (F) Documentary Fictions**

**Cross-listings:** ARTH 367 ENGL 367

Secondary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh

Minh-ha, Christian Metz, and Bill Nichols.

**Requirements/Evaluation:** four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 367 (D1) ENGL 367 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Not offered current academic year

### **ARTH 368 HIV + AIDS in Film and Video (DPE)**

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in reckoning with the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the 'plague' years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: the past decade has yielded a new wave of artworks dedicated to memorializing the crisis, while for many communities, the crisis never ended. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings and intensive discussion.

**Requirements/Evaluation:** Discussion facilitation, attendance and participation, short response papers, long research paper

**Prerequisites:** ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This is an intersectional course in LGBTQ+ art history, with an examination of the relationship between sexuality, gender, ethnicity and power within AIDS activism and the AIDS crisis.

Not offered current academic year

### **ARTH 379 (S) Writing Art**

**Cross-listings:** ENGL 379 ARTH 379

Secondary Cross-listing

This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read several recent examples of such work (from writers including John Ashbery, Roland Barthes, John Berger, Teju Cole, Jorie Graham, Robin Coste Lewis, Eileen Myles, Ali Smith, Roberto Tejada, and John Yau) to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, alive today; and we will spend considerable time in local museums, engaging intimately with works of art through various writing prompts, as you create your own creative responses to visual art. Along the way, we will work to historicize and theorize the relation between the verbal and visual arts, and to ask what looking at art brings to creative writing, as well as the ways creative writing might extend or alter the work of art history.

**Class Format:** This will be a hybrid course. We will divide our time between seminar meetings, where we will discuss published texts; museum visits, where you'll engage directly with visual art; and small group meetings, where you'll get feedback on your evolving work.

**Requirements/Evaluation:** engaged participation; successful completion of assignments; demonstrated commitment and quality of the work, as

evidenced by a final portfolio of revised writing.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Undergraduate majors in English or Art and graduate students in Art.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 379 (D1) ARTH 379 (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

### **ARTH 390 (F) Art and Representation in the Wake of Empire, Europe After 1945 (DPE)**

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course--postcolony, anticapitalism, imperialism, neocolonialism, and existentialism--particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions--such as Documenta in Germany and the Venice Biennale in Italy--have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a transhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and Studio Art majors, then any interested student

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship--and their differentials of power and movement--are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

### **ARTH 400 (F) Clark Visiting Professor Seminar: Blackness and Abstraction**

**Cross-listings:** ARTH 500 ARTH 400

Secondary Cross-listing

This seminar sets out to investigate the multiple meanings of blackness--as racial identity, perceptual phenomenon, sociocultural tradition, philosophical limit-condition--in modern and contemporary abstraction. Taking a thematic approach that begins with African American artists in the 1950s and expands to Caribbean, Black British, and African artists from the 1960s onward, we examine tensions between formalist and contextualist

approaches to practices that challenged narrow notions of "black art" while also questioning canonical values of "universality." With identity as a significant factor in the institutional conditions surrounding the exhibition and reception of black artists, we grapple with the theoretical limitations of current scholarship with regards to Black Atlantic models of diaspora that foreground cross-cultural questions of hybridity and syncretism across the post-Civil Rights era and postcolonial experiences of globalization. Vernacular practices further broaden the scope of inquiry, which will weigh up the interdisciplinary insights contemporary curators have introduced to debates on the aesthetics and politics of black abstraction that alter the way we understand the entire narrative of modernism and modernity.

**Requirements/Evaluation:** writing assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students get preference; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 500 (D1) ARTH 400 (D1)

Fall 2022

SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

### **ARTH 401 (S) Museums: History and Practice**

**Cross-listings:** LEAD 301 ARTH 501 ARTH 401

#### **Secondary Cross-listing**

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals are embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the United States, face internal and external pressure to "decolonize" as they attempt to alter their canon. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, seminar participants will hear how museum leaders are dealing with challenges to current practice through weekly zoom sessions. Participants will also ponder how future museums might strive to balance the institution's traditional scholarly and artistic role with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment; doing so while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

**Enrollment Limit:** 10

**Enrollment Preferences:** graduate students, then senior art history majors, then other undergraduates

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the seminar requirement for the undergraduate Art History major

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)

**Attributes:** AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2023

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

### **ARTH 402 (S) Monuments and The Art of Memorial**

The urge to commemorate is a timeless human impulse. Individuals, heroic acts, and historic events have been marked by mounds, architecture, images, words, and ephemera for over 5000 years. The value of the subject or focus of a commemoration changes over time. Entropy, iconoclasm, and vandalism have been seen as either positive or negative modes of destruction. Recent events have brought into high relief monuments long taken for granted as markers of the American urban landscape. Calls for the removal of monuments that have elevated individuals implicated in colonialism and racism have led to a powerful surge in alternative monument-making, and brought commemorative images back into public consciousness. Over the course of the seminar students will document and explore the concepts behind monuments and memorials in the Western tradition from their origins in the ancient Mediterranean (Mesopotamia, Egypt, Greece, Imperial Rome), and chart their reception, interpretation, destruction, and/or influence in later periods. We will also analyze the abstraction and inversion of monumental form, seen in the counter monuments of the late twentieth century such as Maya Lin's *Vietnam Veterans Memorial* (1982) or Gunter Demnig's *Stumbling Stones* project (*Stolpersteine*, 1992-the present), the world's largest decentralized memorial for the victims of Nazi terror. Our consideration of historical monuments will be paired with ongoing contemporary discussions of action around the removal of memorials, and the call for creative alternatives. During the second half of the semester seminar participants will research a memorial trend or a specific monument, and investigate and parse its context and reception over time. A short presentation and a substantial paper, written in stages, will be the end result of the research project.

**Class Format:** Discussion oriented course. Each student will have the opportunity to coordinate the discussion.

**Requirements/Evaluation:** The requirements of the course include: attendance, weekly posts on reading, and participation in discussion; a short (15-minute max) report on a research project; a 15-18 page paper on the research project, written in stages.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors and grad students, then any interested student

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will fulfill the seminar requirement for the major in Art History. It can also fulfill the ARTH pre-1800 Course requirement if a seminar project is in the pre-modern era.

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 403 (S) Clark Visiting Professor Seminar: Afro-Cosmopolitans 1935-1955**

**Cross-listings:** ARTH 503 ARTH 403

Secondary Cross-listing

Black modernism became a transnational formation during the 1940s in an era of anticolonial upheaval that witnessed the demise of the imperial world order. Reframing the midcentury period, which is often seen as a mere transition from Social Realism to Abstract Expressionism, we delve into the aesthetic innovations of African American, Caribbean, and African artists whose critical positionality on the politics of race aligned with the intellectual outlook of the Black Radical Tradition expressed by such thinkers as W.E.B DuBois and Richard Wright. As we track the choices by which Romare Bearden, Jacob Lawrence, Elizabeth Catlett and others challenged the category of "folk art" in the Depression era, we explore how the vernacular Africanisms that Zora Neale Hurston and Katherine Dunham discovered in West Indian religions resonated with the cross-cultural concerns of Wifredo Lam in Cuba and Edna Manley in Jamaica. With Pierre Verger's photographs of Afro-Brazilian rituals adding to our scope of inquiry, the seminar seeks to assemble a synthesis of interpretive approaches toward a deeper understanding of the abstraction produced by Ernest Mancoba in South Africa and by Aubrey Williams in post-war London.

**Requirements/Evaluation:** research paper, class presentations

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 503 (D1) ARTH 403 (D1)

Spring 2023

SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

**ARTH 405 (F) Seminar in Architectural Criticism**

How does one judge a building? According to its structural efficiency or its aesthetic qualities? Its social responsibility--or just its pizzazz? Depending on the building, and the critic, any of these questions might be pertinent, or impertinent. This seminar explores architectural criticism, that curious genre between literature and architecture, and looks at its history, nature and function. We will read and discuss classic reviews by historical and contemporary critics as John Ruskin, Mariana van Rensselaer, Lewis Mumford, Ada Louise Huxtable and Herbert Muschamp. Insights gained from these discussions will be applied by students to writing their own reviews, which will likewise be discussed in class. Early assignments will concentrate on mechanics: how to describe a building vividly and accurately, how to balance description and interpretation judiciously, how to compare. Subsequent ones will be more synthetic, encouraging students to write bold, lively and critical essays. The ultimate goal is to develop a distinctive and effective voice, and to gain a better understanding of the nature of criticism in general.

**Requirements/Evaluation:** students will write and revise six papers (5-7 pages) during the semester

**Prerequisites:** any 100 level ARTH course or permission of instructor

**Enrollment Limit:** 11

**Enrollment Preferences:** junior Art History majors

**Expected Class Size:** 11

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** AMST Space and Place Electives

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Michael J. Lewis

**ARTH 407 (F) Materials and Material Culture along the Eastern Silk Road**

The Silk Road, a network of land and sea trading routes stretching from the Mediterranean to East Asia, served as a conduit for dynamic interactions and cross-cultural exchanges in the era before globalization. As a great cultural highway, the Silk Road stimulated the movement of peoples, the trade of luxury goods, and the transmission of technologies, ideas, and artistic motifs. This seminar examines the materials and material things traveling along the Silk Road from the fall of the Han Dynasty in China to the rise of the Mongol Empire (ca. 300 to 1400 CE). We focus, in particular, on the movement and use of three key materials: silk, glass, and paper. Topics include the transmission of silk-weaving technologies between China and Central Asia, glass bead production on the Korean peninsula, and the role of Japan's Shosoin Treasury in the construction of kingship. The emphasis will be on the material culture and sites from China, Korea, and Japan, with forays to India, Afghanistan, Turkey, and beyond. You will learn to critically analyze issues related to cultural interactions and gain familiarity with critical approaches to materiality and material culture studies. As a class, we will also develop a collaborative timeline as a resource to remember historical developments as well as key dates, objects, materials, and individuals. No prior knowledge of Asian art history is required or assumed.

**Requirements/Evaluation:** attendance, class participation and discussion, 5 response papers (2-3 pages), Silk Road City presentation, 12-15 page final paper + presentation

**Prerequisites:** must have taken at least 1 art history course

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors or seniors, but open to all

**Expected Class Size:** 8

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

#### **ARTH 412 (F) The Politics of Aesthetics: Collaboration and Participation in Contemporary Art**

The social turn is a hallmark of contemporary art, as artists since the 1960s turned from the art object toward dynamic exchanges with the public, from sole author to collaborative engagement. This seminar provides a theoretical framework to historicize as well as to critically analyze the promise and pitfalls of collaborative works, of favoring active participants over passive spectators, and of the meteoric rise of what is now commonly known as "social practice" art. A wide range of case studies from around the world will also allow us to delve into the intersections and productive tensions between aesthetics and politics, or between art and life.

**Requirements/Evaluation:** discussion questions, weekly presentations on either a text or an artist, three response papers, final 12- to 15-page paper

**Prerequisites:** must have previously taken an Art History course

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, preference will be given to Art History seniors.

**Expected Class Size:** 7

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

#### **ARTH 414 (F) Modernist Architecture: The Rise and Fall of the Modern Movement (WS)**

Modern architecture was once a radical movement--as radical as modern art, music, and literature--but though its forms survive today, they have lost their revolutionary charge. It has dwindled, in the words of Nathan Glazer, "from a cause to a style." This seminar will examine the modern movement in architecture as a historical artifact, from its emergence in early 20th-century Europe to its worldwide dominance in the 1950s, and to its collapse into an ideology-free modern vernacular since the 1960s. We will look at the principal theorists of the movement, including Le Corbusier, Mies van der Rohe, and Adolf Loos, as well as the critics who undermined it, particularly Robert Venturi and Jane Jacobs. Potential research topics include the failure of urban renewal, the patronage of modernism by corporate America, postmodernist criticism, and the historiography of the modern movement--in short, any topic that falls between Mies's "less is more" to Venturi's "less is a bore."

**Requirements/Evaluation:** Several short classroom presentations. A 20-page research paper and a one-hour presentation & discussion in the seminar.

**Prerequisites:** At least two previous courses in art history.

**Enrollment Limit:** 11

**Enrollment Preferences:** Juniors, seniors and graduate students.

**Expected Class Size:** 11

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will prepare a seminar research paper of at least 20 pages that will be revised in multiple draft, responding to comprehensive feedback on content, style, logic, tone, grammar, word use, and so forth.

Not offered current academic year

#### **ARTH 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance**

**Cross-listings:** COMP 404 ARTH 416 THEA 416 WGSS 416

Secondary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are

not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

Not offered current academic year

### **ARTH 418 Gothic Wonder: Exploring the Medieval Cathedral Then and Now**

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals were built to amaze visitors--the medieval equivalent of the blockbuster movie, and then some. The goal was to activate and overwhelm all of the senses and thereby both to produce an experience of transcendence for the people entering and using the cathedral, and to capture their hearts. The widespread social media reaction of shock and dismay to the fire at Notre Dame in Paris last year suggests that this power of the medieval cathedral to captivate remains very much alive. But these cathedrals have also, over the centuries, embodied and perpetuated hierarchies of authority and privilege, and have consumed vast economic resources. As a result, they have often been centers of conflict--and this too remains true today, as the heated debate in France over the rebuilding of Notre Dame testifies. This seminar will investigate the multiplicity of realities that make up the Gothic cathedral, from the Middle Ages to the present day. Together, we will look at a number of Europe's most renowned cathedrals, through time--in France (including Notre Dame in Paris), England, Italy, Germany, Spain, and elsewhere--and consider both how each building has changed over the centuries and how it has been differently interpreted. As this collective conversation is unfolding, students will also pursue individual research projects on a cathedral of their own choosing, the aim being similarly to examine one of these remarkable monuments over time and in its shifting contexts.

**Requirements/Evaluation:** Participation in class discussion; oral presentation; 15-20-page research paper.

**Prerequisites:** Permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Art majors, but open to all

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 420 (F) Architecture and Sustainability in a Global World (WS)**

**Cross-listings:** ARTH 420 GBST 420 ENVI 420

Primary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to

understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Requirements/Evaluation:** weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

**Prerequisites:** none, although a course in art/architectural history or environmental studies would be advantageous

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, Environmental Studies majors, History and Studio majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

**Writing Skills Notes:** This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ARTH 421 (S) Picturing God in the Middle Ages**

**Cross-listings:** REL 421 ARTH 421

Primary Cross-listing

How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention to the function and experience of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of the Roman cult of the emperor and of images of the dead on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics, the Eucharist, and other aspects of Christian ritual; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of divinity of their choosing, in light of what we have considered together in the seminar.

**Class Format:** Class will meet online at first but may shift to in-person if circumstances allow

**Requirements/Evaluation:** class participation, oral presentation, one short paper (2-3 pages), final research paper (15-20 pages)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to Art majors and seniors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 421 (D1) ARTH 421 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 424 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art**

**Cross-listings:** ARTH 523 ARTH 424

### Primary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

**Requirements/Evaluation:** class discussion/participation, oral presentation, and a 15- to 20-page research paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art majors and graduate students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 523 (D1) ARTH 424 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### ARTH 434 (S) Renaissance Time

Time defines the Renaissance, whether framed as the "rebirth" of the past or the foundation of the present. Either way, past historians molded this period with time as their medium, fixing the Renaissance at the dynamic center of history. Flowing from historiographic foundations, this course will follow diverse art historical streams of Renaissance time to the present. How do Renaissance images play along by pointing to times outside of their frames? What are the implications for the historical worlds-the contexts-we build around objects in order to understand them? How do we navigate the role our own perspectives, interests, and desires play in the form we give to the past? How has time shaped the historic hegemonies of geographic place, and how might we re-deploy temporal strategies to dislodge them? This is a Renaissance course that explores topics fundamental to the broader history of art, and one that ranges widely in focus from the theoretical to the concrete. We will base our discussions both on class readings and on object-based assignments in local museums designed to explore the living relationships we forge with the art of cultures long since gone. Accordingly, students will spend (lots of) time with Renaissance works at the Clark Art Institute, and work with/at WCMA to shape new narratives that bridge past and present while honoring them both.

**Class Format:** component of museum-based coursework

**Requirements/Evaluation:** class discussions and written preparation (students have a range of choices); two brief essays based on museum assignments (one with wall label); and a 10- to 15-page research paper

**Prerequisites:** one 100-level Art History course and any other Art History course, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Art History and History majors and graduate students in the History of Art

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### ARTH 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern

**Cross-listings:** ARTH 436 ENVI 436 CLAS 436

**Primary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art history majors, graduate students in art history, classics majors, then any interested student

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will satisfy the seminar requirement in art history.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 436 (D1) ENVI 436 (D1) CLAS 436 (D1)

**Attributes:** ARTH pre-1800 Courses ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

**ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)**

**Cross-listings:** ARTH 440 LATS 440

**Primary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

**ARTH 460 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**ARTH 462 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Primary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

**Not offered current academic year**

**ARTH 472 (S) Timelines**

Art is really time-consuming--to make, to view, to use, to understand. We enshrine it, excavate it, curate it, deploy it and sometimes we deliberately destroy it. We are always telling stories about the stuff. We seem to think that we control these many fabled things, though they meddle endlessly in the spaces between self and other, human and divine. Great art can be inspiring, enabling people to transcend time, or it can be traumatizing, making time stop altogether. Or both! To explore such powers, we will begin in the 19th century, when commonplace notions of past and present wobbled seriously with the invention of photography and the avid pursuit of archaeology. Thereafter, we will concentrate on the period between 1870 and 1930 and operate across time and space, with particular reference to the Middle East, where art has figured in many religions and also many conflicts. There will be no single story-line, but rather a series of case studies, ranging from iconic paintings and sacred spaces to photojournalism. Along the way, creativity and iconoclasm will be recurring themes. Choose this class if you are curious about the agency and power that art wields in our lives.

**Requirements/Evaluation:** regular attendance and active class participation, Glow Posts, term project

**Prerequisites:** one studio or art history class

**Enrollment Limit:** 15

**Enrollment Preferences:** art majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 494 (S) Thesis Seminar**

To graduate with honors in art history, students are to enroll in the Senior Honors Seminar during the Spring semester of their senior year, where they will develop an original research paper based on prior research. Under the guidance of the instructor, students will present and defend their own work in both written and oral form, as well as respond to, and critique, the work of their peers. As students work toward transforming their existing paper into an honors' thesis, they will also be trained in skills necessary to analyze an argument effectively, and strategies of constructive critique.

**Requirements/Evaluation:** once in the seminar, students will revise, refine and expand on previous research and produce a paper of approximately 25 pages and present a shortened version of the paper to the faculty and public at the Williams College Museum of Art

**Prerequisites:** for requirements of entry into the course, please see "The Degree with Honors in Art, Art History"

**Enrollment Limit:** 8

**Enrollment Preferences:** permission of instructor required

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the Art History seminar requirement

**Distributions:** (D1)

Spring 2023

HON Section: 01 W 7:00 pm - 9:40 pm Stefanie Solum

### **ARTH 497 (F) Independent Study: Art History**

Art History independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Michelle M. Apotsos

### **ARTH 498 (S) Independent Study: Art History**

Art History independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Michelle M. Apotsos

### **ARTH 500 (F) Clark Visiting Professor Seminar: Blackness and Abstraction**

**Cross-listings:** ARTH 500 ARTH 400

Primary Cross-listing

This seminar sets out to investigate the multiple meanings of blackness--as racial identity, perceptual phenomenon, sociocultural tradition, philosophical limit-condition--in modern and contemporary abstraction. Taking a thematic approach that begins with African American artists in the

1950s and expands to Caribbean, Black British, and African artists from the 1960s onward, we examine tensions between formalist and contextualist approaches to practices that challenged narrow notions of "black art" while also questioning canonical values of "universality." With identity as a significant factor in the institutional conditions surrounding the exhibition and reception of black artists, we grapple with the theoretical limitations of current scholarship with regards to Black Atlantic models of diaspora that foreground cross-cultural questions of hybridity and syncretism across the post-Civil Rights era and postcolonial experiences of globalization. Vernacular practices further broaden the scope of inquiry, which will weigh up the interdisciplinary insights contemporary curators have introduced to debates on the aesthetics and politics of black abstraction that alter the way we understand the entire narrative of modernism and modernity.

**Requirements/Evaluation:** writing assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students get preference; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 500 (D1) ARTH 400 (D1)

Fall 2022

SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

### **ARTH 501 (S) Museums: History and Practice**

**Cross-listings:** LEAD 301 ARTH 501 ARTH 401

#### **Primary Cross-listing**

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals are embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the United States, face internal and external pressure to "decolonize" as they attempt to alter their canon. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, seminar participants will hear how museum leaders are dealing with challenges to current practice through weekly zoom sessions. Participants will also ponder how future museums might strive to balance the institution's traditional scholarly and artistic role with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment; doing so while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

**Enrollment Limit:** 10

**Enrollment Preferences:** graduate students, then senior art history majors, then other undergraduates

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the seminar requirement for the undergraduate Art History major

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)

**Attributes:** AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2023

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

**ARTH 503 (S) Clark Visiting Professor Seminar: Afro-Cosmopolitans 1935-1955**

**Cross-listings:** ARTH 503 ARTH 403

**Primary Cross-listing**

Black modernism became a transnational formation during the 1940s in an era of anticolonial upheaval that witnessed the demise of the imperial world order. Reframing the midcentury period, which is often seen as a mere transition from Social Realism to Abstract Expressionism, we delve into the aesthetic innovations of African American, Caribbean, and African artists whose critical positionality on the politics of race aligned with the intellectual outlook of the Black Radical Tradition expressed by such thinkers as W.E.B DuBois and Richard Wright. As we track the choices by which Romare Bearden, Jacob Lawrence, Elizabeth Catlett and others challenged the category of "folk art" in the Depression era, we explore how the vernacular Africanisms that Zora Neale Hurston and Katherine Dunham discovered in West Indian religions resonated with the cross-cultural concerns of Wifredo Lam in Cuba and Edna Manley in Jamaica. With Pierre Verger's photographs of Afro-Brazilian rituals adding to our scope of inquiry, the seminar seeks to assemble a synthesis of interpretive approaches toward a deeper understanding of the abstraction produced by Ernest Mancoba in South Africa and by Aubrey Williams in post-war London.

**Requirements/Evaluation:** research paper, class presentations

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 503 (D1) ARTH 403 (D1)

Spring 2023

SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

**ARTH 504 (F) Proseminar in Research and Method**

In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölfflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 T 1:00 pm - 3:50 pm Caroline O. Fowler

### **ARTH 506 (S) Expository Writing Workshop**

This writing seminar for graduate students in Art History will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations. Group discussions will center on three kinds of texts: Writing about writing, published writing in the discipline of Art History, and student writing in progress. In six such discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with both exempla and exercises, and our watchword in all cases will be "revision." In one-on-one consultations (3-4 per person), I will offer tailored critique of each student's work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

**Requirements/Evaluation:** class participation, participation in consultation meetings, writing assignments,

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 T 1:00 pm - 3:50 pm Ezra D. Feldman

### **ARTH 507 (F)(S) Object Workshop**

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

**Requirements/Evaluation:** participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Expected Class Size:** 14

**Grading:** pass/fail option only

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TBA Emmelyn Butterfield-Rosen

Spring 2023

SEM Section: 01 TBA Marc Gotlieb

### **ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials**

In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artist's methods and techniques, and hone their observation and examination skills when working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks present during each session. Those who are planning careers involving work with cultural materials will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A

multi-disciplinary group of teachers from the staff at the Williamstown Art Conservation Center (WACC) will conduct lectures, practicums, discussions on conservation research literature and visits to nearby art institutions. Sessions are held at The WACC in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course and attendance is required at all sessions in lieu of a final exam (each weighted at 25% of the final grade).

**Class Format:** slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

**Requirements/Evaluation:** attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Graduate Program students, then students in art history or studio art

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 6:30 pm - 8:30 pm Emmelyn Butterfield-Rosen

### **ARTH 509 (S) Graduate Symposium**

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

**Class Format:** symposium

**Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium

**Prerequisites:** successful completion and acceptance of the Qualifying Paper

**Enrollment Limit:** 16

**Enrollment Preferences:** all 2nd year grads

**Expected Class Size:** 12

**Grading:** pass/fail option only

**Unit Notes:** limited to and required of second-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TBA Emmelyn Butterfield-Rosen

### **ARTH 512 (F) Why Look at Animals? Some Contemporary Positions**

This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as objects for human delectation-to be owned, eaten, or symbolized with-than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.

**Requirements/Evaluation:** active class participation, presentations, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** MA students, then advanced Art History undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 513 (S) Contours of Abstraction in Modern and Contemporary Art**

Abstraction, be it gestural or geometrical, was a protagonist of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, revolutionary politics, appropriation, as well as racial, feminist, and queer critique. We will delve deeply into abstraction in global modern and contemporary art through myriad primary documents and theoretical frameworks so as to revise and expand its canonical contours and cartographies.

**Requirements/Evaluation:** Weekly presentations, response papers, final 20-page research paper

**Prerequisites:** Students at the undergraduate level must be seniors and Art History majors

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History MA students and undergraduate Art History seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 519 (S) Architectural Theory and Modernity, 1750-1968**

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but no longer. Why is that? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 15- to 20-page seminar paper, based on comments and discussion following a classroom presentation.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 521 (S) Islam and the Image in Indian Painting, c.1450-c.1750**

This seminar will explore Indian painting made for Muslim patrons from the medieval period to the early modern era. The course considers how paintings produced for an elite Indo-Muslim audience can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar will also address some of the major problems that continue to haunt Indian art scholarship. For most of its history, the academic study of Indian painting has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts--a curious oversight in light of the fact that miniature painting is primarily an art of the book. These biases have affected the way museums have

collected, displayed and interpreted miniature paintings. Western museums continue to place paintings made for books and albums in their "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences-even at times bound in the same albums-are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? In order to understand the various intended functions of miniature painting and its possible role as an "Islamic" art, the seminar will explore ways to conceptually reintegrate images and texts belonging to key manuscripts and albums that were dispersed during the colonial and post-colonial periods. To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 523 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art**

**Cross-listings:** ARTH 523 ARTH 424

Secondary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

**Requirements/Evaluation:** class discussion/participation, oral presentation, and a 15- to 20-page research paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art majors and graduate students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 523 (D1) ARTH 424 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 525 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

Secondary Cross-listing

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nô, kabuki, and

puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

### **ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**

**Cross-listings:** ARTH 527 ECON 227 ARTH 327

#### **Secondary Cross-listing**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

**Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

**Prerequisites:** ECON 110 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

**ARTH 532 (F) Creative Life: The Visual Economy of Work**

This course is a seminar on life and work focusing on methodologies of production--art, creative writing, history, theory, and criticism. With an initial focus on the pivotal period from the invention of photography until the onset of World War II, the course will examine the economy of work within modern visual culture. What were the considerations at stake in capturing the "facts" of industrial production? We will examine historical definitions of work, and practices and activities from life that have typically qualified or have the potential to qualify as work (in addition to critiques of these equivalencies). The latter half of the course will be driven by considerations of these themes in relation to student and workers movements of 1968, and contemporary forms of globalization and pluralist subjectivities. One related concern will be the consideration of intersubjective relations--professional and personal partnerships, friendships, and networks--which not only influence the trajectory of one's life, but also the research one chooses to undertake. With the awareness that a range of drives and investments inhabit one's production, participants will be asked to reflect upon their own working practices as a means of critically engaging the affective relations governing artistic and intellectual labor. There will be an emphasis on cross-disciplinary ideas and influences--ranging from art history, film and media studies, the history of science, literature, and political history as a means of integrating theoretical approaches with a range of materials, including photography, cinema, illustrated magazines, advertisements, archives, world exhibitions, and product showrooms.

**Requirements/Evaluation:** Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then undergraduate art history majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 536 (S) Charles and Maurice Prendergrast in WCMA Collections**

This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice's Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers' work that may (or may not) prove productive in resituating their place in American art.

**Requirements/Evaluation:** class participation and writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced art history undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)**

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS

crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

**Class Format:** This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

**Requirements/Evaluation:** Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 538 (F) Realms of Earth and Sky: Indian Painting, ca. 600-1857 (WS)**

On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

**Requirements/Evaluation:** Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 19

**Enrollment Preferences:** graduate students, undergraduate art majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

Not offered current academic year

### **ARTH 540 (F) In Vinculus Invictus: Portraits in Prison**

Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

**Requirements/Evaluation:** oral and written assignments

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then upper level undergraduate Art History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 543 (F) Color, High and Low**

Why should color in prints be controversial? For most of the nineteenth century—even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production—entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark's collection, this course will explore the range of associations that attached to color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

**Requirements/Evaluation:** class participation and writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 545 Architectural Theory in Crisis**

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory—in the form of treatises, manifestos, and critical reviews—has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

**Class Format:** presentations

**Requirements/Evaluation:** several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 11

**Enrollment Preferences:** Graduate students

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 546 (F) Texere: The Material Philosophy of Print and Textile, ca. 1500-1900**

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin *texere*: to weave. As this etymological root indicates, the action of making cloth provides the metaphoric structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 547 (F) The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond**

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

**Requirements/Evaluation:** presentations, research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then advanced Art History major undergrads

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 548 (S) Landscape, Theory, Ideology**

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMA's collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then advanced art history undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 549 (F) Art, Biology, Beauty**

This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world--gender difference broadly but also more specifically racial difference in the human species--motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

**Requirements/Evaluation:** seminar participation, presentations, research paper

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 550 (S) The History, Theory, and Problem of Connoisseurship**

The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vaguery-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced art history major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 552 (F) Art and Enlightenment in Europe**

**Cross-listings:** ARTH 552 ARTH 242

#### **Secondary Cross-listing**

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

**Requirements/Evaluation:** midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

**Prerequisites:** none

**Enrollment Limit:** 50

**Enrollment Preferences:** art history majors

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 552 (D1) ARTH 242 (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Emmelyn Butterfield-Rosen, Caroline O. Fowler

### **ARTH 553 (F) New Ecologies in Contemporary Art**

This seminar will consider a range of current artistic approaches to environmental questions, especially through the relational, systemic terms implied by ecology. As scholars have argued, where "nature" connotes that which is monolithic, ahistorical, and apart from humans, ecology reveals a situated and specific web of relationships, interdependencies, and power in which we are all implicated. Our seminar will pay particular attention to intersectional practices that acknowledge the ways extraction, exploitation, and dispossession have produced the environmental crises of the present, which also affect the most vulnerable and least responsible--both human and nonhuman--with greatest force. In addition to studying the work of emerging and established artists, we will read texts by the academics and activists with whom they are in dialogue, and welcome some of them as guests to our class. This seminar anticipates a group show on the subject at the Clark in summer 2023.

**Requirements/Evaluation:** seminar presentations; research paper (approximately 20pp)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students first, then art history majors; By application if over-enrolled

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 T 10:00 am - 12:50 pm Robert Wiesenberger

### **ARTH 559 (F) Photographing City Life: Diane Arbus/James Van Der Zee**

Diane Arbus and James Vander Zee in Manhattan. In this seminar we will discuss two photographers of city life: Diane Arbus (1923--1971) and James Van Der Zee (1886--1983). So doing, we will also observe how life in New York changed during their years of great productivity. In the first part of the course, "Diane Arbus in Manhattan," we will talk about Arbus' relationship to New York--the city of her birth. For most of her career, Arbus worked in Manhattan; indeed, one could think of the city as another character in her work. Arbus' relationship to myth--to storytelling--was profound. A great reader throughout her life, she was drawn to those writers who saw cities as very individualized places. In addition to looking at Arbus' photographs of life in Manhattan in the nineteen fifties, sixties, and in 1970, we will read her published letters, and those authors who inspired her with their artistry, and fascination with myth, including Borges, and Kafka. In the second part of the course, "James Van Der Zee and the Black Village," we will discuss the great Black photographer whose archives were just purchased by the Metropolitan Museum of Art (where Arbus' archives are as well). Born in Lenox, Massachusetts, Van Der Zee settled in Harlem in 1916; there, he opened a photography studio where he became known for his portraits of Black life as it was lived uptown. Admired by Arbus and others, Van Der Zee's interest in and commitment to his community extended to all aspects of Harlem life, including death. To support our discussions of Van Der Zee's Black village, we will read modernist classics, including Jean Toomer's "Cane," and Toni Morrison's "Jazz" that deal specifically with village life. Please note that seminar meetings will be held biweekly on 9/8, 9/29, 10/13, 10/20, 11/3, 11/17. The seminar will include several mandatory viewing excursions outside Williamstown. The dates of these excursions are TBD, but will be restricted to Fridays or weekends. Professor Als will hold office hours following the seminar at hours TBD. Application may apply.

**Requirements/Evaluation:** Class participation, graded writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Grad students only. Application may be required.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 R 1:00 pm - 3:50 pm Hilton Als

### **ARTH 560 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

#### **Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery,

housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

**Primary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

**ARTH 562 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

**Not offered current academic year**

**ARTH 563 (F)(S) Contemporary Curatorial Workshop**

Bi-weekly seminar for graduate art history students to engage in discourse around contemporary curatorial practice with professionals in the field. Guest curators discuss their work and methodology and students who are working on contemporary curatorial projects have the opportunity to

workshop their ideas with their peers and guests. Under the direction of the chair, students will present projects, host local and visiting curators, travel to visit exhibitions regionally and in NY or Boston as the schedule allows, and explore key topics in modern and contemporary art and curatorial practice.

**Class Format:** workshop, meets all year

**Requirements/Evaluation:** no requirements except participation and attendance

**Prerequisites:** graduate art students

**Enrollment Limit:** 25

**Enrollment Preferences:** only open to graduate students

**Expected Class Size:** 25

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

Spring 2023

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

### **ARTH 569 (F) Gérôme**

This course explores work and career of Jean-Léon Gérôme (1824-1904), perhaps the most renowned, popular, and influential artist of the later nineteenth century. With commercial and artistic relationships that spread his influence across the globe, Gérôme has come to seem very much like a highly successful contemporary artist, specifically with regard to his place in an international art world that married elite institutional practices to new technologies of reproduction, marketing techniques, and other instruments of modern mass culture. Gérôme's fame was short lived, however. In the wake of the Modernist revolution on the one hand, and Post-Colonial critique on the other, no discussion of the artist can avoid wrestling with complaints that have left him thoroughly diminished--though less forgotten than scorned. Not only did his art, as it seemed, help perpetrate a gigantic aesthetic error, it blundered onto ethically compromising terrain. Today Gérôme stands as Exhibit A in wide-ranging critique of Orientalism's ideological work. The course will interrogate the Modernist and Post-Colonial complaints against Gérôme in detail, even as it also explores his art from a range of other perspectives, many developed very recently. Topics include Gérôme's relationship to photography, to Orientalism and animal studies, to the cinema, to polychrome sculpture, his approach to historical narrative, and well as his voyeurism and other other manipulations of viewer experience so critical to his art. The seminar will engage the Clark's important collection of Gérôme paintings, and also travel to the Walters Art Gallery in Baltimore, conditions permitting. Students may prepare papers on any aspect of global late-nineteenth-century "academic" or "official" art that was informed by Gérôme's example.

**Requirements/Evaluation:** class participation, presentations in seminar, research paper (approximately 20 pp)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then art history majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 570 (S) Image-making, Orientalism and Visual Culture**

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles--witness, surrogate, instigator, supplicant--and travel freely across political, religious and cultural boundaries. They are also subject to reproduction, alteration and destruction as disparate visual cultures interact and globalizing processes ensue. This course will focus on various regions--e.g. United States, France, Turkey, and the Perso-Islamic sphere--and the images that factor in the intervening spaces, from 1800 to the present. We will begin with the theme of self-fashioning and the peculiar nature of portraiture. Thereafter, the entanglement of religious beliefs and visual traditions will broaden our inquiry,

leading us to contested dynamics like iconoclasm and aniconism, and reductionist types like veiled women and pious men. Along the way, proliferating and palimpsestic forms of Orientalism will oblige us to consider the very concept of global visual culture. Students will submit weekly GLOW posts to foster class discussion and undertake a major research project over the course of the semester.

**Requirements/Evaluation:** Class participation, weekly oral presentations, 15-20 page term research project.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Graduate students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 576 (F) Paper, Process, Practice**

Works on paper, particularly multiples, confound many of the received ideas around artistic invention and originality. This course will address the varied functions of printmaking in Europe over four centuries (1500-1900), giving special attention to the following questions: What is the relationship between prints and other artistic media? How do the material constraints involved in printmaking lead to a particular set of practices, and how in turn do those marry with technological advances to produce new aesthetic possibilities? To what extent did Old Masters such as Dürer and Rembrandt define the terms for later printmakers, and how did their example enable and/or discourage innovation in printed subject matter and style? What was the role of prints in creating both new forums for public discourse and new collecting publics? Arranged thematically rather than chronologically, this course will cover a wide array of printmakers and types of printed media.

**Requirements/Evaluation:** class participation, class presentation, research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art history MA students, then advanced undergraduates

**Expected Class Size:** 16

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 578 (F) The Idea and Materiality of Medieval and Early Modern European Books**

How did medieval and Renaissance "books" work, when the codex was only one form of the book, which continually evolved, and when they weren't only used for reading? This course will explore the book as object and the book as concept. Drawing on the collection of manuscripts, incunables, and later printed books at WCMA, Chapin, and surrounding university museums, the course will consider how the forms and materiality of books could have affected readers' reception and perceptions, and in turn, how religious, cultural, political, and economical forces shape their format, decoration, and paratext. While it will primarily deal with Western books, we will also consider early ones from around the world. Students will have the opportunity to engage with Embodied Words: Reading in Medieval Christian Culture, contribute to the exhibition's StoryMaps on medieval reading, and develop some codicological skills. Coming to the study of the book from the theory of thingness and cognitive linguistics, we will study our changing uses and relationships with and to books as instruments of doctrine and devotion, power and identity.

**Requirements/Evaluation:** class presentation; research paper (20pp); other assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then advanced art history undergrad majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

SEM Section: 01 W 10:00 am - 12:50 pm Elizabeth M. Sandoval

**ARTH 580 (S) Picturing God in the Middle Ages**

**ARTH 5-- Spring 2022 Peter Low** How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention as well to the materiality, experience, and manifold audiences of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the tensions manifest in or evoked by this art, including picture vs. text, symbolism vs. mimesis, and asceticism vs. splendor; the impact of the Roman cult of the emperor and of images of the pagan deities on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about the relationship between spiritual and physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to the Eucharist and other aspects of Christian ritual; the role of the senses beyond vision in engaging with sacred art especially in the later Middle Ages; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of God of their choosing, from any place and any time, in light of what we have considered together in the seminar.

**Requirements/Evaluation:** Evaluation will be based on class participation, oral presentations, and a final research paper (15-25 pages).

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then senior art history majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 581 Creative Life: The Visual Economy of Work**

This course is a seminar on life and work focusing on methodologies of production--art, creative writing, history, theory, and criticism. With an initial focus on the pivotal period from the invention of photography until the onset of World War II, the course will examine the economy of work within modern visual culture. What were the considerations at stake in capturing the "facts" of industrial production? We will examine historical definitions of work, and practices and activities from life that have typically qualified or have the potential to qualify as work (in addition to critiques of these equivalencies). The latter half of the course will be driven by considerations of these themes in relation to student and workers movements of 1968, and contemporary forms of globalization and pluralist subjectivities. One related concern will be the consideration of intersubjective relations--professional and personal partnerships, friendships, and networks--which not only influence the trajectory of one's life, but also the research one chooses to undertake. With the awareness that a range of drives and investments inhabit one's production, participants will be asked to reflect upon their own working practices as a means of critically engaging the affective relations governing artistic and intellectual labor. There will be an emphasis on cross-disciplinary ideas and influences--ranging from art history, film and media studies, the history of science, literature, and political history as a means of integrating theoretical approaches with a range of materials, including photography, cinema, illustrated magazines, advertisements, archives, world exhibitions, and product showrooms.

**Requirements/Evaluation:** Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then art history majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **ARTH 582 (F) On Race, Art, and Property**

In her seminal article "Whiteness as Property," critical race theorist and professor Cheryl Harris contends that the legal system in the United States "has come to embody and legitimize benefits that accrue to citizens who are white." The legacy of our legal system, which has dehumanized people by rendering them as property and legalized the theft of land by colonizers from Native Americans, is not confined to the past, but has shaped our world and thrives within our present moment. How has this legacy and Harris' theory been explored in contemporary art? How might it allow us to revisit artworks and practices by canonical artists from alternative perspectives? This course aims to study aspects of this complicated history through a broad range of texts from legal and literary theory to art history to Black and Native American studies to more immediately authored texts published on social media platforms. Students are encouraged to think dexterously as we study works by Gordon Matta-Clark, Michael Heizer, Sondra Perry, Cameron Rowland, and Cauleen Smith--among others.

**Requirements/Evaluation:** presentations, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over-enrolled, by application

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 583 (F) Graphic Content: Typography and the Book between Art and Design**

This seminar considers the entangled histories of fine art and graphic design by focusing on creative practices surrounding the letterform and the book form from 1900 to the present. We will study historical avant-garde movements active in publishing and making-public; the development of the graphic design discipline, in print and on screen; and logocentric artistic tendencies from concrete poetry and pop art to conceptualism and artists' books. We will also consider diverse literary practices, graphic visualization, and political agitation. The seminar will make use of the Clark library's outstanding collection of artists' books and the holdings of the Chapin library at Williams. We will welcome several guests, including art historians, artist-designers, designer-artists, editors, publishers, and bookmakers.

**Requirements/Evaluation:** class participation, class presentation, research paper/project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History MA students, then advanced undergraduates. Course will be by application if overenrolled.

**Expected Class Size:** 10

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 586 (F) Japanese Popular Visual Culture**

**Cross-listings:** COMP 186 ARTH 586 ASIA 186 ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the *Repro Japan* exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 186 (D1) ARTH 586 (D1) ASIA 186 (D1) ARTH 286 (D1)

Not offered current academic year

### **ARTH 588 (S) The Scene of Decapitation in European Art (1600-1900)**

From Goliath to Medusa, from Judith to Salome, from the invention of the guillotine to the mythology of the executioner under "Oriental despotism," the "scene" of decapitation has long stood as a central focus of European art, visual culture, and letters. This course examines that scene as an artistic, psychological, and intellectual problematic across painting, sculpture, and other media, with particular although not exclusive attention to the nineteenth-century. Although part and parcel of the larger spectacle of juridical punishment, the scene of decapitation arguably constitutes its own series, and for this reason has attracted numerous artists and a prestigious, multi-disciplinary literature. Artists include (but limited to) Caravaggio, Artemisia Gentileschi, Théodore Géricault, Gustave Moreau, and Henri Regnault. Readings by Freud, Kristeva, Bersani, and many others, including a large body of art historical literature. Weekly readings, discussion, oral presentation, and research paper on a relevant topic from 1600 to 1900.

**Requirements/Evaluation:** class presentation; research paper (approx 20pp)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then advanced art history major undergrads

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 R 1:00 pm - 3:50 pm Marc Gotlieb

### **ARTH 589 (S) Imitation, Copy, Reproduction**

Focusing primarily on European and American art before 1900, this course addresses the related categories of imitation, copy, and reproduction with particular attention to prints and other works of art on paper. We will consider the status of the multiple, the role of imitation in classical art theory and pedagogy, the motivations for (and protections against) different kinds of copying, the emergence of photomechanical processes, and the centrality of reproducible images to the art-historical enterprise, among other topics. The basis of our investigations will be works from the Clark's own collection, to be studied with a close eye to their medium and materiality. We will explore concepts of originality, fidelity, authenticity, and value in the light of critical and theoretical texts, while also examining the historical conditions that underlie distinct instances of image reproduction. This course will take place in the Manton Study Center for Works on Paper. Each session will offer direct engagement with works in the Clark's permanent collection. The course will also benefit from the exhibition *Promenades on Paper: French Eighteenth-Century Drawings from the Bibliothèque nationale de France*, which will be on view from December 17, 2022 through March 12, 2023 in the Clark Center.

**Requirements/Evaluation:** seminar presentation; research paper (approx 20pp)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then advanced art history major undergrads

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 M 10:00 am - 12:50 pm Anne R. Leonard

**ARTH 590 (S) Guillaume Lethière (1760-1832) and Caribbean Networks in France during the 18th and 19th centuries**

Born in the colony of Guadeloupe to a French father and a formerly enslaved woman, Guillaume Lethière (1760-1832) would become a key figure in the Neoclassical movement, a well-respected pedagogue with a sizeable workshop populated by notable students, an ambitious collector, director of the Académie de France in Rome from 1807 to 1816, a favorite artist of Lucien Bonaparte, and a member of the Institut de France. Despite his many accomplishments and sizeable corpus of paintings and drawings, Lethière has notably disappeared from the "canon" of art history. Such a lacunae begs many questions about the circles of sociability in which he traveled, the reception of Caribbean artists in France in the eighteenth and early nineteenth centuries, and the lack of widespread knowledge on these topics today. This seminar will be timed with the planning of a major monographic exhibition to take place at the Clark Art Institute in the summer of 2024, and students will work alongside the curators on various aspects of the exhibition's organization. The course will also provide an opportunity for close examination of objects in the Clark's permanent collection, including Lethière masterpiece *Brutus condemning his sons to death*(1788), as well an album of approximately one hundred drawings by the artist.

**Requirements/Evaluation:** class participation, presentations, research paper (approximately 20 pages)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then art history major undergrads

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**ARTH 591 (F) Borders/Walls: Liminality and Politics in Documentary Cinema**

Despite increased potentialities for mobility and exchange, borders and walls persist within contemporary culture. This research-based seminar examines where the foreclosure of these potentialities appears within global documentary cinema. It does so with the knowledge that walls have also played a significant role in cinema's ongoing reinvention. Auguste and Louis Lumière's first film featured not only the routine departure of the factory's workers at the end of the working day, but also the built structure of the factory wall separating spheres of labor and leisure. Examining the intersection of concrete reality with the moving image, this seminar considers the implications of these spaces of liminality for the possibilities or limitations of the cinematic medium. It considers the way these mental, physical, and geopolitical constructs emerge both theoretically and materially as spaces that are tangibly felt, negotiated, and experienced. Given that site-specific works, institutional and civic contexts, as well as museums, serve as spaces of liminality and knowledge production, attention in this course will also be directed towards the (im)materiality of cinematic practice with respect to projection and the screen.

**Requirements/Evaluation:** Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Graduate students, senior-level majors in art history

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

### **ARTH 592 (F) Chance and Design: Ideas and Iconographies of Causality in Europe before 1900**

The idea of the work of art has a long history in Western philosophy and religious thought as the model for the idea of intentionality at the broadest scale; the relation of the artist to their artifact mirrored, in microcosm, the relation of an "intelligent designer" to a designed universe. The collapse of such models for thinking about both art and the natural and social world are characterized, typically, as intrinsic to the epoch of modernity. Within art history of the past half century, a significant amount of attention has been devoted to theorizing how many now-canonical artists (eg. the proto-conceptual artist Marcel Duchamp, the composer John Cage and choreographer Merce Cunningham) harnessed chance procedures with the aim of vacating their agency from the process of creation and with the "purpose to remove purposes." This course attempts to look before and beyond these well-trodden histories. Probing the visual dimension inherent in the concept of design and its absence (a visuality epitomized by blindfolded allegorical figure of *Fortuna*), we will seek to trace a more capacious genealogy for the efflorescence of chance, accident, and randomness as aestheticized objects of fascination in the twentieth century. We will trace the prehistory of these concepts in relation to both the abstraction of numbers and the concreteness of organisms, situating ideas of chance in relation to both the rise of a globalization and racial capitalism grounded in risk, financial speculation, and probability, as well as the eventual emergence in the nineteenth century, of an evolutionary theory capable of producing statements such as, "what a chance it has been... that has made a man," and recognizing "blind chance" as the originary driver of change in the organic world. The class will include presentations by invited guest scholars and focus on a number of case studies spanning the early modern period through the late nineteenth century, including topics such as: the concept of *disegno* and art as a model of intentionality, the iconography of fortune, gambling, and accidents, the association of chance and seafaring, the iconography of falling and gravity, the incorporation of chance into the material processes of image-making (for instance, in the invention of photography), and the visual culture and visual metaphors of Darwin's evolution. In association with our historical inquiries, the course will also meditate methodologically upon models of causality in art-historical explanation, as well on broader questions of how chance and ideas of chance and causality mediated modern Europe's relation to other parts of the world.

**Requirements/Evaluation:** class presentation, research paper of approximately 20 pages

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** grad students, then art history major undergrads

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 593 (S) Sound/Image: Theories and Practices in Art History**

This seminar serves as an introduction and deep dive into issues of sound in the visual arts. While we will examine modern and contemporary examples of sound art and multimedia work, this course considers sound, the aural imagination, and practices of listening much more expansively to probe the theoretical, conceptual, as well as technological, aesthetic, and reception issues surrounding sound in visual art. Course readings will combine art historical accounts with texts from philosophy and sound studies. We will read Michael Gaudio on representations of "the New World" in colonial America, consider recent attention paid to sound and the infiltration of sound recording media in nineteenth- and early-twentieth century America (by Rachel DeLue, Leo Mazow, and Asma Naeem), delve into the politics and poetics of European avant-garde performance, the cross-pollination of musical and artistic experimentation in 1960s New York and elsewhere (John Cage and Pauline Oliveros in connection with the worlds of dance, performance, and Black Mountain College), and consider more contemporary practices, particularly by artists working in Asia, Brazil, and artists engaging in Deaf studies and critiques of ableist hearing ideologies (such as Christine Sun Kim). We will also draw heavily on writings on sound, sensation, art (and film) by twentieth-century continental philosophy (Roland Barthes, Jean-Luc Nancy, Gilles Deleuze) as well as recent work by contemporary theorists probing the intersections of the sonic with race, gender, and politics (among them Salomé Voegelin and Robin James), as well as other topics from sound studies such as the mediation of technology, social and historical frameworks (such as Alain Corbin's study of the culture of the senses in the 19th-century French countryside), and the "ontological" turn and focus on materiality (Christoph Cox, Steve Goodman).

**Requirements/Evaluation:** Students will each be responsible for introducing key themes or questions from the readings in one class session. They will also complete a short paper focused on experimenting with sound/image ekphrasis (how do we write histories of sound?). The final project will be a research paper (approximately 20 pages), on which they will give a presentation in class near the end of term while the project is in its development stage.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then art history major undergrads

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 594 (S) Traveling Seminar: Slavery and the Dutch Golden Age**

This course takes as its starting point the exhibition at the Rijksmuseum opening in September 2019: Slavery, an exhibition. With this installation, the curators of the Rijksmuseum seek to correct dominant narratives of seventeenth and eighteenth-century Dutch history, which have absented the role of slavery in determining the economic, social, and visual history of the Netherlands. With a Travel Grant awarded by the College Art Association, the students in this seminar will travel to the Netherlands to visit this exhibition and other relevant cultural institutions in order to examine the possibilities and limits for 'decolonizing' the museum. This course will study how slavery is imbricated within the mythic construction of a 'Dutch Golden Age' while also examining what happens when the history of enslaved peoples becomes translated into the space of a museum and exhibition. We will consider a revisionist history of Dutch artistic production, accounting for slavery in determining the Dutch economy and visual production while also asking what happens when slavery becomes narrated in the space of one of the nation's history museums. We will read contemporary black feminist theory such as Sylvia Wynter, Saidiya Hartman, Hortense Spillers, and Christina Sharpe as a means to struggle with how the space of the exhibition chooses to activate and write those missing histories, and we will examine if it is even possible to responsibly tell the story of slavery over two centuries when the majority of the subjects have been completely defaced, removed, and excised from the historical record, and their voices are often the ones still absent. In the words of Saidiya Hartman, we will ask: "Is it possible to construct a story from the 'locus of impossible speech' or resurrect lives from the ruins?"

**Requirements/Evaluation:** participation in class travel, class participation and presentation, research paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA art history students, by application if overenrolled

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

#### **ARTH 595 (F) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Requirements/Evaluation:** per discretion of instructor

**Prerequisites:** permission from GradArt Director

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** none

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Kerry A. Christensen

#### **ARTH 596 (S) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Olga Kim

**ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit**

Undergraduate Lecture Course Taken for Graduate Credit

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit**

Undergraduate Lecture Course Taken for Graduate Credit

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**Winter Study -----**

**ARTH 15 (W) Architecture of Williams College**

The goal of this course is to research a newly discovered cache of historical architectural drawings of the Williams College campus. These drawings, part of the collection of the Chapin Library, will be the basis for an exhibition. Each student will select a plan or group of plans for study, write a 10-page research paper on it, and then condense that paper into an object label for the exhibition. There will be two 3-hour meetings per week which will include lectures on the history of the Williams College campus, instruction on how to catalogue architectural drawings, and brief student presentations on the course of their research. Collaboration and teamwork will be stressed. The textbook for the class is E. J. Johnson & Michael J Lewis, Williams College: the Campus Guide (Princeton Architectural Press, 2018).

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 13

**Enrollment Preferences:** Preference given to students who taken courses in the art department or with previously demonstrated experience in architecture.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Michael J. Lewis

**ARTH 17 (W) Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film**

Joan of Arc (known during her own lifetime most commonly as Jeanne "la Pucelle," or Joan "the Maid") was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God's grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists -- and not just politicians and scholars -- have attempted to answer this

question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

**Requirements/Evaluation:** 10-page project or comparable creative project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$10 and cost of books

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:50 pm Peter D. Low

### **ARTH 22 (W) Sustainability in Fashion: A Deep Dive into the "Take-Make-Waste" Apparel Industry**

**COURSE OBJECTIVE** The course will outline and uncover areas within the apparel supply chain that contribute to the "take-make-waste" model that 21st century businesses and consumers have become accustomed to. Students will examine how retailers, consumers, and key stakeholders play a role in the protection of natural resources and social communities, while preserving capital profits. **COURSE GOALS** Students will: - develop a broad understanding of sustainability uses in pre-production, production, and post-production within the apparel industry. - gain factual knowledge of the environmental & social impacts in relation to the price of fast fashion. - identify and conduct in-depth analyses of key players making an impact in sustainable fashion. - engage in practical assignments to discover challenges, opportunities, and new ideas that could impact the development of future fashion production systems. - uncover methods used to measure environmental impacts and identify relevant certifications. **COURSE STRUCTURE** The course will include a series of lectures, guest speakers, and case studies conducted during in-person classes, offline discussion boards, and zoom presentations. Additional required readings and film viewing to be completed independently. Guest speakers (via Zoom) will include influential firms and individuals making a significant impact in the development of circular and regenerative systems within the apparel industry. **FINAL PROJECT** In groups, students will act as "consultants" with the responsibility of developing a sustainability strategy for a retail firm. They will conduct an analysis of the firm's materials, factories, retail outlets, and marketing to determine problem areas and identify opportunities. The objective is to map out realistic sustainability strategies based on the firm's current state.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** N/A

**Enrollment Limit:** 30

**Enrollment Preferences:** 1 or 2 extra students would not be an issue. There will be a lot of group work and discussions in this course, therefore more groups would encourage more discussion.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Nicola is a professor in the fashion & retailing department at Framingham State University and works as a consultant for the NY based retailer UNTUCKit as a sustainable strategist. She lives in Williamstown with her family and is an avid runner.

**Materials/Lab Fee:** \$100. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MW 10:00 am - 12:50 pm Nicola MacEwen

### **ARTH 31 (W) Senior Thesis: Art History**

To be taken by students registered for Arth 494. For requirements of entry into the course, please see "The Degree with Honors in Art, Art History" in the catalogue or on the Art Department's webpage.

**Class Format:** independent study

**Requirements/Evaluation:** Independent research and writing, attendance at sessions at Sawyer Library, Clark Institute Library, and Williams Writing Center

**Prerequisites:** Submission of thesis application, according to guidelines in course catalogue, and departmental acceptance into ARTH 494

**Enrollment Limit:** 8

**Enrollment Preferences:** Students need permission of the department to register for this course

**Expected Class Size:** 8

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Michelle M. Apotsos

### **ARTH 33 (W) Honors Independent Study: Art History**

To be taken by candidates for honors by the independent study route.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Michelle M. Apotsos

### **ARTH 51 (W) International Study Trip**

The International Study Trip, required of all first-year students in the Program, is unique among graduate art history programs. Students travel as a group for approximately three weeks, accompanied by the Program Director and other faculty. The Program covers the cost of travel, accommodation, admission, and additional expenses. Locations for study are selected based on faculty expertise and interest and have included in recent years: Italy, Sicily, Denmark, Sweden, Great Britain, France, Austria, Hawaii, Australia, Japan, China, Taiwan, and Russia.

**Requirements/Evaluation:** Attendance and participation in trip activities.

**Prerequisites:** None

**Enrollment Limit:** 13

**Enrollment Preferences:** Grad students only. Required for grad students in their first year.

**Expected Class Size:** 13

**Grading:** pass/fail only

**Attributes:** ARTH post-1800 Courses

Winter 2023

TVL Section: 01 TBA Marc Gotlieb

### **ARTH 99 (W) Independent Study: Art History**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** Independent study

**Grading:** pass/fail only

Winter 2023



**ART (Div I)**  
**ART STUDIO**

**Co-Chairs: Professors Michelle Apotsos and Laylah Ali**

- Cecilia Aldarondo, Assistant Professor of Art; on leave Fall 2022
- Laylah Ali, Art Department Co-Chair & Chair of Studio Art, Francis Christopher Oakley Third Century Professor of Art
- Michelle M. Apotsos, Art Department Co-Chair & Chair of Art History, Associate Professor of Art
- Genesis Baez, Visiting Lecturer in Art
- Mari Rodriguez Binnie, Assistant Professor of Art; on leave Fall 2022
- Ohan Breiding, Assistant Professor of Art; on leave 2022-2023
- Mariel Capanna, Mellon Postdoctoral Fellow in Art
- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Kerry C. Downey, Visiting Lecturer in Art
- Holly Edwards, Senior Lecturer in Art
- Giuseppina Forte, Assistant Professor of Architecture and Environmental Studies; affiliated with: Center for Environmental Studies, Art
- Michael A. Glier, Alexander Falck Class of 1899 Professor of Art
- Marc Gotlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art; on leave Fall 2022
- Guy M. Hedreen, Amos Lawrence Professor of Art; on leave 2022-2023
- Catherine N. Howe, Lecturer in Art
- Frank Jackson, Visiting Assistant Professor of Art
- Michael J. Lewis, Faison-Pierson-Stoddard Professor of Art History
- Peter D. Low, Professor of Art
- Elizabeth P. McGowan, Robert Sterling Clark Professor of Art; on leave 2022-2023
- Murad K. Mumtaz, Assistant Professor of Art
- Amy D. Podmore, J. Kirk T. Varnedoe 1967 Professor of Art; on leave Fall 2022
- Sarah Rara, Assistant Professor of Art
- Pallavi Sen, Assistant Professor of Art; on leave 2022-2023
- Stefanie Solum, Professor of Art

The Department offers students different paths to explore the vital connection between visuality and creativity. With courses of study in the History of Art and the Practice of Studio Art (or a combination of History and Studio), the Major is designed to train students to develop the technical, conceptual, critical, and historical tools they need to engage the visual world.

**ADVISING**

Majors are expected to discuss their choice of courses and path through the major with their advisor or another professor in the department. Official departmental advisors for each route through the major (listed here below) are available to field general questions concerning curriculum, requirements, and planning to study away.

Art History Faculty Advisor: Michelle Apotsos

Art Studio Faculty Advisor: Laylah Ali

History and Studio Faculty Advisor: Michelle Apotsos and Laylah Ali

**ART STUDIO**

The Studio division of the art major has been structured to develop students' perceptions and imaginations as they investigate a variety of visual media and to foster the development of a critical understanding of making art to support creative interests.

## Major Requirements

### The Studio Art major requires a minimum of nine courses:

ARTS 100 Drawing I

One art history course (preferably taken by the end of the junior year)

A combination of at least three 100 and 200-level courses in three different media (ARTS 100 and tutorials do not satisfy this requirement)

ARTS 319 Junior Seminar

One 300-level ARTS course

One elected ARTS course

ARTS 418 Senior Seminar

The numbered sequence of courses in the Studio Art major is intended to develop knowledge and skills appropriate to students' levels of experience, ultimately supporting original, independent work at the 400-level. ARTS 100 is an introduction to the principles of drawing and design, which are the foundation of visual expression. An art history course not only increases visual knowledge of other periods and cultures, but also provides exposure to the methods of visual analysis. 100 and 200-level ARTS courses introduce the relation between form and content and serve as introductions to a variety of media including architecture, painting, performance, photography, printmaking, sculpture, and video. 300-level courses place greater emphasis on the application of visual skills to thematic concerns, and to the development of the student's individual vision. The capstone to the major, ARTS 418, provides a comprehensive, professional exhibition experience. Students not only define, research, and create an original body of work, but are also engaged in all aspects of producing an exhibition at the Williams College Museum of Art.

The faculty encourages students to begin exploring studio art in the first year so that they can fully explore a variety of media in preparation for independent work in the junior and senior year. A successful route through the major might look like this:

First year: two classes at the 100 and/or 200 level in different media and an art history class. We encourage students to explore media with which they are unfamiliar, as doing so provides a good base and allows for more flexibility later on. While there is only one art history class required for the major, we encourage students to take advantage of the rich art history offerings throughout their four years of study.

Second year: at least two 100 and/or 200 level courses.

Third year: Junior seminar, a 200- or 300-level course and a possible second art history class.

Fourth year: one 300-level course, ARTS 418, and other courses chosen to support your individual interests.

## HISTORY AND STUDIO

This route offers students the opportunity to propose a course of study that investigates a particular medium or a particular issue bridging both wings of the department. Examples of past History and Studio projects include topics related to architecture, curating, and performance, but are not limited to these.

In many cases, it is better to choose the Art History or the Studio Art route, to the major, while taking additional courses in the other wing, as desired. The History and Studio route is offered as a third option and requires approval.

The application for the History and Studio route must include both a written statement and a list of proposed courses. It must be approved by an advisor from both Art History and Studio Art and be submitted to the department's administrative assistant before registering for the major.

History and Studio students whose projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ArtS 418) with permission of the instructor and to participate in the senior Studio exhibition. Those seniors with a History emphasis can apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Thesis Seminar (ArH 494) which culminate in a thesis and thesis presentation. Or, a student may propose a senior independent study.

## Major Requirements

### The History and Studio major requires a minimum of nine courses:

Any TWO of the following six courses: ARTH 101, 102, 103, 104, 105 or 106

ARTS 100-level course

ARTS 200-level course

ARTH 301 Methods OR ARTS 319 Junior Seminar. For 2022-2023, History and Studio majors may take ARTH 307/ARTS 308 in lieu of ARTH 301 or ARTS 319 if they wish.

ARTH 400-level OR 500-level course

ARTS elective

ARTH elective

ARTS 300-level course

OR ARTS 418 (with permission), if pursuing a Studio tracking an Art History track

OR an ARTH 400-level course or ARTH 494 (with permission), if pursuing an Art History track

The application for the History and Studio route must include both a written statement of purpose and a list of proposed courses. Both must be approved by two advisors, one from Art History and the other from Studio Art, and be submitted to the department's administrative assistant before the student may register for the major.

History and Studio students whose ongoing projects have a Studio emphasis have the opportunity to take the Senior Tutorial (ARTS 418) with permission of the instructor and to participate in the senior Studio exhibition. Or, a student following the Studio Art track may propose a senior Independent Study project in order to pursue Honors. Those History and Studio majors with an Art History emphasis may apply to write a thesis and, if accepted, will be admitted to the required Winter Study and Senior Honors Seminar (ARTH 494).

One advisor from Art History and one from Studio Art must sign off each semester before a student may register for classes.

## **THE DEGREE WITH HONORS IN ART**

Students who wish to become candidates for the degree with honors must show prior evidence of superior performance in the major as well as research capabilities to carry out the proposed project.

### **Art Studio**

Studio art concentrators who wish to be candidates for honors are required to take an extra studio course, of their choosing, for a total of ten courses. One of the ten courses must be the 400-level Senior Seminar (ARTS 418). Students must also take the Honors Independent Study course (ARTS 31) during Winter Study of their senior year. Studio faculty will provide feedback on the progress of the honors project at the beginning of the Spring semester.

Honors candidates enrolled in the Senior Seminar must demonstrate prior experience in the media chosen for the honors work. This proof may consist of one or more 200-level courses in the medium, course work at the 300 level, and/or a portfolio demonstrating the student's proficiency in the media chosen for the honors project. This work must be presented to the instructor of the Senior Tutorial at the start of the Spring semester. At the end of the Spring semester of senior year, honors candidates will orally defend their work in the senior exhibition at WCMA. The entire studio faculty will attend each defense. Based on the work and the oral defense, the studio faculty (as a whole) will designate honors, high honors or no honors.

### **History and Studio**

History and Studio majors may follow either the Studio Art or Art History route to [honors](#). Alternatively, a student may pursue honors through an Independent Study project, to be undertaken during Winter Study and the Spring semester under the guidance of their two advisors.

The review process for the honors candidates in the senior seminars (ARTS 418 or ARTH 494) will proceed according to the regular honors process for the respective wing of the Art Department, and will include both advisors. If the honors project is conducted via an Independent Study, the final project will be submitted to the two advisors who will determine whether or not it will receive honors. If the student chooses not to follow the Honors route, they may take either a 300-level ARTS course, or a 400-level ARTH seminar instead.

## **STUDY ABROAD**

The Art Department encourages students to travel during Winter Study, and to study abroad for a semester during the junior year. Students planning on studying abroad must: consult a departmental advisor, leave a copy of their Study Away Petition on file in the Department, and consider the required junior seminars (ARTH 301 and ARTS 319) that prepare students for the independent research and/or independent artistic production which is the focus of the senior year.

### **Art Studio**

Studio Art Majors must take the required Junior Seminar (ARTS 319) in the fall semester of their junior year, unless they are planning to study abroad for a full year, or unless they have permission of the chair of the department (in these cases, they may take the required class in their sophomore or senior year). The Department does not grant pre-approval or provisional credit for study abroad courses; studio majors must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that

original work is not available). No more than 1 requirement for the major can be taken per semester abroad (2 if one of the courses is in art history). Courses must be in fine arts fields to qualify for major credit. ARTS 319 and ARTS 418 cannot be fulfilled abroad.

## **History and Studio**

History and Studio majors must plan accordingly for their elected junior seminar. For art history courses taken abroad, history and studio majors can seek provisional credit for courses that appear to satisfy requirements for the major. No provisional credit is possible for studio courses; students must submit their portfolios for review, and will receive credit only if the work completed abroad is deemed roughly equivalent in quality and quantity to coursework at the College (students should contact the Departmental advisor in studio for the portfolio review, and digital photographs are fine in the case that original work is not available). No more than 2 major requirements may be satisfied per semester while abroad (one in studio, one in history), with no more than 3 courses total. History and studio majors cannot satisfy ARTS 319 or any 400-level courses abroad.

### **ARTS 100 (F) Drawing I**

In childhood everyone draws. Like language drawing is a basic human tool to observe and interpret the world as well as to make comment about it and find agency within it. As an introduction to art making, this course will provide basic design and conceptual skills to engage feeling, develop content and communicate with others. Divided into sections on line, composition, proportion, value and space, the course is designed for those with no previous experience in drawing, but it is flexible enough to challenge experienced students. New concepts are introduced each week in slide talks and developed in workshops and through homework assignments.

**Requirements/Evaluation:** successful application of new skills, development of concept, participation in class, effort, timeliness and attendance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** art majors, first years, sophomores, juniors, seniors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$200-\$350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 01 M 1:10 pm - 3:50 pm Michael A. Glier

STU Section: 02 W 1:10 pm - 3:50 pm Michael A. Glier

### **ARTS 100 (S) Drawing I**

Drawing provides a wonderful vehicle for encountering and interpreting your experiences. This course will heighten your awareness of the visual world, teach basic drawing skills, and demonstrate how drawing operates as a form of visual exchange. A variety of materials will be covered as you explore the 2-dimensional concepts of line, form, proportion, gesture, spatial depth, and value. Towards the latter part of the semester, more emphasis will be placed on the use of drawing as idea, and you will be encouraged to express yourself through the visual language of drawing.

**Requirements/Evaluation:** This is an intensive studio course, requiring working in the drawing studio outside of scheduled class hours. Grading takes into account the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

**Expected Class Size:** 18

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$250-\$400 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Amy D. Podmore

### **ARTS 100 (S) Drawing I**

This course is designed to introduce the fundamentals of drawing. A significant portion of class time will be devoted to learning some of the basics of drawing, such as line, gesture, composition, and value. Acquiring technical skill is an important goal of this class, and intensive weekly assignments are a significant part of that process.

**Requirements/Evaluation:** quality of work produced as well as successful completion of all assignments and attendance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** art majors, first-years and sophomores

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$400. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Not offered current academic year

### **ARTS 100 (F) Drawing I**

This course is designed to introduce students to perceptual, experiential and analytical moments associated with the language of drawing, and to do so in ways that offer the opportunity to see the world with greater clarity, and with a broader understanding of art and the visual language. This course provides technical skills associated with observational drawing, experiential moments with a variety of materials, and the opportunity for self expression and the communication of ideas. Each studio class blends drawing practices and exercises designed to further one's understanding of the language of drawing, and more broadly, offers a foundation for further study in the visual arts.

**Requirements/Evaluation:** Individual critiques, a mid-term critique, a final portfolio submission, attendance, effort and participation

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Art Majors (declared); students who have previously enrolled but have been dropped from the course, first-year and sophomore students

**Expected Class Size:** 18

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$200-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 03 M 7:00 pm - 9:40 pm Frank Jackson

### **ARTS 100 (S) Drawing I**

This course is designed to introduce students to the basic elements of drawing. The first half of the course will expose students to formal and fundamental aspects of the visual language through observational drawing exercises. Working from the still life, landscape, and human form, concepts and skills related to line, space, form, and perspective will be introduced. Students will work with a wide variety of materials and will gain facility in media such as charcoal, graphite, collage, watercolor and ink. As the term progresses, assignments and exercises will become more complex and students will explore more conceptual ideas in drawing related to material specificity, research, experimentation, and working from the imagination. The class will conclude with a publication of a zine. The theme or topic of the publication will be determined by the dynamic of the class and the students' curiosities and concerns. Through lectures, assigned readings, screenings, and visits to the WCMA, this course hopes to expand what it means to draw and to become aware of how drawing appears in the practices of other artists as well the world outside of art contexts.

**Class Format:** The class will meet in-person twice weekly. Depending on the class size we may break into smaller independent lab groups /

discussion groups.

**Requirements/Evaluation:** quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** current and prospective art majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$200-\$300

**Distributions:** (D1)

Not offered current academic year

### **ARTS 105 (S) Video Essay**

This introductory studio course engages the genre of video essay within contemporary art. Situated at the intersection of video art and documentary film practices, video essay explores the interval between politics and aesthetics, fiction and non-fiction, in an attempt to create a personal language with which to describe the tension between social, political, and personal realities. Students gain hands-on video production experience with editing, cinematography, and sound design grounded in the editorial and rhetorical strategies of video essay which articulate a language of relationships: between sound and image, artist and subject, fact and feeling, memory and language. Self-referential and reflexive, video essay operates in a space of inquiry incorporating poetry, philosophy, autobiography, politics, and cultural studies. The course examines how artists working with video essay move across disciplines in pursuit of a renewed relationship to processes of observation, memory, and recognition. Assignments emphasize the creation and presentation of an original body of video work for critique, alongside research, writing, and discussion of theoretical texts and artworks, including the work of Chris Marker, Hito Steyerl, Trinh T. Minh-ha, Harun Farocki, Agnès Varda, Arthur Jafa, Barbara Hammer, Derek Jarman, Renee Green, Moyra Davey, among others.

**Requirements/Evaluation:** Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** art majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 W 10:00 am - 12:50 pm Sarah Rara

### **ARTS 110 Digital Photography, Identity and Place**

This introductory level course offers an in-depth exploration of digital photography. Emphasis is placed on the camera's relationship to the body and constructions of identity. Students will develop a fundamental control of photographic techniques through various exercises, experimentation, field, at home and/or studio experience. Students will learn how to use DSLR cameras and introductory level Photoshop editing techniques to create a personal body of work that examines the medium's role in representing various identities. Additionally, visiting artist lecture presentations and thorough critique will foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity.

**Requirements/Evaluation:** Students must budget roughly ten hours per week outside of class for photographing and editing; Students must complete all projects on time. Students will create a photographic body of work with accompanying artist statement. Students must be active participants during class discussion and critiques.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have not yet taken an introductory photography class

**Expected Class Size:** 12

**Grading:**

**Materials/Lab Fee:** \$250 standard lab fee charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 111 (F) Introduction to Video Art**

This introductory-level course offers an expansive definition of video art, exploring the overlap between video and other disciplines within contemporary art. Video art's inherent heterogeneity is examined as a vital part of the medium's identity and as a radical mechanism for cultural discourse. Coursework includes lectures, readings, discussions, hands-on tutorials, production assignments, and active participation in dialog/critique. Camera, sound, lighting, and editing techniques are taught alongside key theoretical, historical, and aesthetic approaches to video art. Experimentation and interdisciplinary approaches are encouraged in considering how video art hybridizes with other media, ingests emerging technologies, and develops new models and platforms for sharing work.

**Requirements/Evaluation:** quality of original video work produced, participation in critique and discussion, two writing assignments, class citizenship, attendance

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to art majors, sophomores, juniors, and seniors in that order. In case of overenrollment, there will be a waitlist.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$150 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 01 W 10:00 am - 12:50 pm Sarah Rara

### **ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)**

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

**Requirements/Evaluation:** timely and committed completion of assignments, attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors have priority

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2023

STU Section: 01 T 1:10 pm - 3:50 pm Cecilia Aldarondo

### **ARTS 114 (S) Art into Activism**

This introductory, hands-on studio art class will examine how art can be engaged with activist and political causes. Can art be created from social or political ideas? Is all political art merely propaganda? What makes a work "political"? What does artistic work that is topical, informed, and critical look like? What artistic strategies might be deployed for ends that are not considered art? In addition to looking at various works by contemporary artists and used in political movements, the majority of the class will be devoted to working on weekly assignments that will introduce students to 2-D image making, performance, and low tech video that will engage with the above questions. This class is a project based studio class which will require hours outside the class for the weekly assignments.

**Requirements/Evaluation:** projects, assignments, class participation, attendance

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$100-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Not offered current academic year

### **ARTS 115 (F) Sculpture: Poetry with Objects**

Sculpture employs the body and has the power to communicate via the physical world in powerful ways. ARTS 115 will offer instruction in how form and meaning can be created through the use of objects. Similar to poetry, where a particular word carries a specific history, meaning, and power, objects also contain complex associations. Through the process of alteration, transformation, and manipulation, sculpture reveals the narrative power of form and materials. This course will provide a historical framework for how sculpture- particularly contemporary works- have expressed ideas, while also providing instruction on techniques and methods used to build, dismantle, rearrange, combine and create art with objects as the inspiration. The ultimate goal will be to develop your individual voice and imagination, become familiar with processes and techniques, and to become fluent in generating meaning that is important to you. We will be integrating the study of a variety of artists whose work utilizes objects in their sculpture such as the work of: Jean Shin, Marcel Broodthaers, Dario Robletto, Doris Salcedo, Robert Gober, among others. Approximately two thirds of the term will consist of weekly meetings between myself and a pair of students, however, periodically throughout the term, we will meet with the entire class for PowerPoint presentations, demonstrations, visiting artist talks and group critiques.

**Requirements/Evaluation:** Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Grading also takes into account: effort, attitude, creativity, studio responsibility and participation. Attendance and punctuality is expected for the course. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Declared and perspective art majors have preference.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** There will be a lab fee to cover a material cost for the class. TBA

**Distributions:** (D1)

Not offered current academic year

### **ARTS 117 (S) Paint! An Introduction to Pigments and Binders**

This introductory studio course offers a materials-based approach to painting. Guided by ancient artists' accounts and contemporary craft manuals, we will begin by making our own paints using non-toxic and inexpensive ingredients, combining earth and mineral pigments with binders like egg, oil, sap, casein, and wax. Experimenting with mark-making on a broad range of found and prepared substrates, we will carefully observe the affordances and constraints of each medium. Assignments will be simple and iterative: the semester-long repetition of a single, uncomplicated form will allow us to focus entirely on qualities of hue, texture, weight, transparency and opacity. Supplementary readings, museum visits, and group discussions will touch upon histories of pigment extraction and circulation as well as the production and evolution of paint media with special attention to environmentally gentle and sustainable practices. This course will include an introduction to the rare and ancient technique of buon fresco.

**Requirements/Evaluation:** Grading will take into consideration attendance, the timely completion of weekly studio assignments, the maintenance of a descriptive journal, engaged participation in studio exercises and group discussions, a demonstrated willingness to experiment, and active stewardship of our collaborative studio environment.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who pre-register should email the instructor a description of interest. Preference will go first to students dropped from the Spring 2022 Section of ARTS 223, and then to first-years and sophomores.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$400-\$600. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 M 1:10 pm - 3:50 pm Mariel Capanna

### **ARTS 119 (S) Miniature Stories**

What is the American experience? What does an American look like? This course uses miniature set and puppet building techniques, using easily manipulated materials in order to tell stories about the American experience. Greer Lankton's queer puppets and Charles Ledray's intricate thrift store men's suits use miniaturized scale as a vehicle to expand our understanding of the American experience through highly focused visuals. Students will explore how scale and point of view can be used to explore power dynamics, identity, and mythology. Students develop their own research methods based on short writing assignments, image and object collection, and material exploration.

**Requirements/Evaluation:** Students' production methods will incorporate scaled building techniques, introductory lighting, and staging processes towards the completion of a singular narrative work built in miniature. Students will also design and complete a shortlist, a collection of point-of-view stills that explore their chosen narrative in sequence. The course will culminate at an end of semester online exhibition of their work.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$75.00 lab fee

**Distributions:** (D1)

Not offered current academic year

### **ARTS 122 (S) Photography, Identity and the Absence of Representation**

This introductory level course offers an in-depth exploration of the DSLR camera and image by utilizing photographic digital technology. Emphasis is placed on the camera's relationship to the body, domestic space and constructions of identity. Students will develop a fundamental control of photographic processes through technical exercises and at-home/on-campus and online experimentations. Students will learn how to use DSLR

cameras, editing techniques and photographic curation to create a portfolio and exhibition reflecting on a personal body of work that examines the medium's role in representing (or not representing) identities. There will be weekly readings and in-depth critiques to foster theoretical and visual literacy for the analysis of works. How is photography implicated in the construction and performance of identity? How does it complicate national, cultural, gender, race and sexual identity?

**Requirements/Evaluation:** Students midterm and final critique of their body of work and accompanying artist statement

**Prerequisites:** Art majors who are interested in and are doing work in identity politics.

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have not yet taken an introductory photography class

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250 standard lab fee charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 123 (F) Drawing Dreaming**

Sometimes a drawing is a recreation of what is right in front of us, accepted and understood by us both. And sometimes a drawing is what we have never seen before/what doesn't yet exist, but want very much to be real: a house, a garden, a truth, accountability for an injustice, a declaration, a dream, a scream, a monument (or its absence), a sculpture, an institution, a circumstance, a love, futures. In this class, we will use mark making as a tool for making such imaginings a little more solid, and clear. Each week we will look at artworks (or what could be perceived as that) that embody dreaming, envisioning, manifestation, and transformation, including but not limited to the spectacular public drawings now part of Richmond's confederate monuments, Shaker gift drawings, house and garden plans, protest signs, commemorative murals and memorials, flags, emblems, dream entries and tarot decks. Every other week, our class will host visitors whose art+work+life has inspired this course, including artists, educators, and organisers. Though this isn't a traditional drawing class, it will include introductions to various foundational techniques and tools, along with intensive drawing exercises before delving into self driven assignments.

**Class Format:** All students will be adequately trained in documenting their work for weekly reviews with the instructor.

**Requirements/Evaluation:** weekly assignments, mid-term project, final projects, attendance and participation, generous presence

**Prerequisites:** Previous drawing experience preferred and/or completion of Drawing 100.

**Enrollment Limit:** 17

**Enrollment Preferences:** Art/Art History majors

**Expected Class Size:** 17

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$100

**Distributions:** (D1)

Not offered current academic year

### **ARTS 125 (S) Introduction to Fresco Painting Materials and Techniques**

This course offers a rare introduction to the materials, methods, and chemistry of buon fresco: the ancient craft of wall-painting with earth and mineral pigments onto freshly applied lime plaster. Fresco painting is an emphatically collaborative tradition, and as such we will treat the studio-classroom as a shared laboratory for collective study and practice. Working together, students will gain hands-on experience with every step of the fresco-painting process: we will grind earth and mineral pigments, sift riverbed sand, mix and apply lime plasters, and paint with pigment suspensions using bristle brushes while following recipes and instructions gleaned from artists' accounts and painting manuals. Testing a range of fresco techniques on a series of portable panels as well as on a classroom test-wall, students can expect to develop both troweling and painting skills, and to discover the nuances of color and texture that can be achieved through various combinations of natural pigments and plaster. The course will encourage descriptive and instructional writing, diagrammatic drawing, and photographic documentation as tools for craft stewardship and technical knowledge-sharing. Prior experience with drawing and/or painting will be helpful, but are not required. Lectures will provide a historic overview of fresco painting and its uses across cultures, and students will have an opportunity to explore a particular material, chemical, environmental, or socio-political aspect of the centuries-old wall-painting technique through the development of a final essay.

**Requirements/Evaluation:** Students are expected to produce a series of small fresco studies; to maintain a descriptive journal of processes, recipes

and observations; and to submit one final essay (5-7 pages). Grading will also take into consideration attendance, the depth and quality of the investigative process, active participation in studio exercises and group discussions, and a demonstrated willingness to collaborate with peers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Current and prospective Art Studio and Art History Majors. If over-enrolled, a wait-list will be maintained. Wait-listed students should submit a brief description of interest to the instructor.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$400-\$600. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 Cancelled

### **ARTS 126 (S) Intro to Digital Photography: Photography and Identity**

This introductory studio course focuses on the making, editing, and printing of digital photographs, with particular emphasis on understanding photography's crucial role in shaping, revising, and visualizing identities. Rooted in the creation of original artworks, the course exposes students to the DSLR camera as a tool for developing a personal visual syntax and a body of work throughout the semester. The course oscillates between class discussions, critiques, technical demonstrations, and studio work-time. We'll consider how photography intersects with digital technologies, surveillance, media, social media, colonial legacies, race, feminisms, gender, queerness, and archives. Through discussions and the study of artworks and texts, students will develop visual literacy skills to aid in the critical analysis, and creation, of photographs. Technically, students will learn to understand light and exposure, composition, color correction, a digital workflow through Adobe Lightroom and Photoshop, and inkjet printing.

**Requirements/Evaluation:** Students must budget 8 hours a week outside of class to photograph, edit, print, read, and write. Students will be evaluated on their effort and active participation, contributions to discussions and critiques, midterm critique, final project, and artist statement.

**Prerequisites:** Art majors investigating identity politics in their artwork and research

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have not yet taken an introductory photography course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$250 - \$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 R 9:55 am - 12:35 pm Genesis Baez

STU Section: 02 F 1:10 pm - 3:50 pm Genesis Baez

### **ARTS 128 (S) Introductory Video**

In this course we explore how the proliferation of video has transformed the way we relate our own image, and that of others. Video has become a platform for hypervisibility. In an era of selfies, live-streaming, state sanctioned violence (and its digital record), how might we use video as a tool of empathy and accountability? We will pursue answers to these questions through the act of making. In this introductory level course students will gain facility in Adobe Premiere and other post-production tools in the Adobe Creative Suite. Students will explore camera technique, lighting, and how to work with appropriated footage. We will look at early and contemporary video works in order to situate the work being made in class. Video Art will also be contextualized within vernacular applications of video. Through regular technical exercises, readings, and group critiques, students will learn how to use video as critical tool in their practice.

**Requirements/Evaluation:** evaluation will be based on discussion participation and the technical and conceptual strength of the projects, with

consideration given to individual development

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** students majoring in Studio Arts

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$150.00 fee charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 131 (F) Moments of intimacy in photography**

This course is an introduction to the black & white silver photographic process. Students will learn the mechanics of the analog 35mm camera, the process of developing films into negatives, and the technique of making perfect prints. By studying different approaches in the works of photographers from the early 20th century to the contemporary period (August Sanders, Walker Evans, Roy DeCarava, Duane Michals, Nan Goldin, Klavdij Sluban, etc.), students will develop their personal vision and create a portfolio related to the theme of the course, moments of intimacy. Finally, the students will experience how the ultimate step of the photographic film process, printing in the darkroom, can serve as an intimate and spiritual practice that reveals their creativity. Each student will exhibit a series of photographs along with an artist statement.

**Requirements/Evaluation:** One midterm evaluation and a final critique of the student's body of work, including the accompanying artist statement.

**Prerequisites:** Knowledge of black and white analog photography is preferred but not required.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference goes first to studio art majors needing major credit, then to other art majors, then to any interested student, beginning with first-years, then second-years, then third-years, then fourth-years

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250 lab fee. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 01 R 1:10 pm - 3:50 pm Daniel Goudrouffe

### **ARTS 132 (S) Sculpture: The Human Form in Contemporary Art**

The figure has an intrinsic relationship to us and our lives and has provided artists with creative challenges throughout time. This course uses the human form as the subject to introduce students to the three-dimensional world of sculpture. It combines the traditional study of figure modeling in clay, with a more contemporary approach to how the figure is used in art today. The first part of the semester has you working from observation while learning how to realistically construct the human figure in the third dimension. You will work in clay, gaining skills in modeling, anatomy, the study of proportion, gesture, texture, negative and positive space, balance and gravity. Within this first portion of the class you will learn to translate directly from observation and gradually move towards abstraction. The second part of the term will provide the opportunity to explore a more open and contemporary approach to how sculpture utilizes the figure to express meaning, explore materials and employ form. You will be introduced to a variety of skills, materials and concepts as you learn to work in the round making a form interesting from all views. Ultimately you will begin to explore and develop the ability to communicate your ideas in a visual manner as well as comment on the human condition.

**Requirements/Evaluation:** This is an intensive hands-on studio course, requiring working in the sculpture studio outside of scheduled class hours. Grading takes into account the quality and quantity of work produced, depth and quality of investigative process, participation in critiques, and attendance.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art Studio majors have priority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$400-\$600 to be charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 R 1:10 pm - 3:50 pm Amy D. Podmore

### **ARTS 136 (F) Multiples! An Introduction to Printmaking**

Printmaking is the process of creating an image by pressing an inked surface onto paper. In this introductory class, we will work our way through a wide variety of printmaking techniques to create a range of original works. These techniques may include linocut, woodcut, collograph, intaglio, monotype, and book structures. With the help of demonstrations, lectures, museum visits, and artist talks, we will explore the history and contemporary practice of each technique. You will gain familiarity with the printshop's tools and equipment; develop a sensitivity to different kinds of papers and inks; practice the proper usage of materials; and learn how to work in a shared and cooperative environment, collectively. Though introductory, this is a process based class with rigorous assignments. Absolute beginners can expect to refine their hand, expand their vocabulary of studio skills, gain deeper appreciation of materials, and learn how to plan and discuss their creative vision. For students with prior art experience, the course can help prepare for advanced print classes, and work towards creating a more interdisciplinary print portfolio.

**Requirements/Evaluation:** Students will complete 4 - 5 main assignments leading up to a final project. Students can expect to put in at least 6 - 10 hours of work every week.

**Prerequisites:** Letter of interest. If you have prior printmaking / general art experience, please submit 5-10 images of your best work.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to both prospective and current art majors and a waitlist will be maintained if the class is overenrolled.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250

**Distributions:** (D1)

Not offered current academic year

### **ARTS 200 (S) Project: Costume-Design, Performance, and Beyond**

**Cross-listings:** ARTS 200 THEA 305

Secondary Cross-listing

This course is an intensive study of costume design. Costume designers are always aware of the world around them. They look, listen, reflect, and record. They use inspiration, research, imagination, and innovation for their creations. They simultaneously observe the smallest detail while also picturing the larger world surrounding the pieces they develop. The course focuses on the designer's process, which entails in part: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills, and presentation of designs.

**Requirements/Evaluation:** multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance; students are required to attend two to three Theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work

**Prerequisites:** successful completion of any 200-level course in any of the fine or performing arts or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Theater and Art Studio, sophomores and juniors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy any requirements for the Art major

**Materials/Lab Fee:** \$100 lab fee charged to term bill

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 200 (D1) THEA 305 (D1)

Not offered current academic year

### **ARTS 201 (S) Worldbuilding: Design for the Theater**

**Cross-listings:** ARTS 201 THEA 201

**Secondary Cross-listing**

This course examines designers' creative processes as they investigate a theatrical text and then dream-into-being the fictional worlds of a hypothetical production. Class will consist of several practical projects in multiple areas of design. We will practice a two-pronged technique in response to a text: developing a personal, intuitive creative response while simultaneously supporting all logistical requirements, resulting in an inventive yet dramaturgically sound design. Emphasis will be on folding this individual work process into a larger group collaboration by refining methods of communication, presentation, and group critique.

**Requirements/Evaluation:** Coursework is group class discussion and critiques, paired with several hands-on projects throughout the term.

**Prerequisites:** THEA 101 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

**Materials/Lab Fee:** \$125 for materials and copying charged to term bill

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 201 (D1) THEA 201 (D1)

Spring 2023

STU Section: 01 MW 11:00 am - 12:15 pm Barbara Samuels

LAB Section: 02 M 1:10 pm - 3:50 pm Barbara Samuels

### **ARTS 202 (S) Painterly Printmaking**

This course focused on monotype printmaking, an improvisational and expressive form of painting on a plexiglas plate to make a unique print. Students will learn a variety of painterly and experimental techniques including but not limited to: monotype, stencil, collagraph, embossment, chine-colle, and transfer techniques. Weekly assignments will be process-based with no limitations placed on subject matter or content, but students are encouraged to build their own lexicon of imagery and interests. The final third of the course will be a student-guided final project where interdisciplinary approaches will be welcome, such as installation, books/zines, animation, and site-specific interventions (to name a few!). Students will be expected to work a minimum of 10 hours outside of class in the print studio. \$300 to 500 lab fee

**Requirements/Evaluation:** Students will have weekly assignments, a mid-term portfolio review, and a final project.

**Prerequisites:** Any ARTS class at Williams.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students with some prior experiences with painting or printmaking.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$300-500. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 M 1:10 pm - 3:50 pm Kerry C. Downey

### **ARTS 212 (S) Sculpture and Being a Sensorial Being**

Experiencing Sculpture is often primarily considered in terms of its visual components, but there are many senses at play. How do the different senses overlap and weave together to create the multifaceted and multi-dimensional experience we understand as Visual? How, in isolating a sense, can we alter the way we understand an experience, an object, or each other? What can taste tell us about seeing? How can silence change our relationship to time? This introductory, hands-on studio art course will examine how sculpture - in its making, conception, and reception - engages the full range of senses and further, how the artist manipulates and plays with these senses to influence form and meaning. In class we will explore the work of artists and thinkers whose work address the senses in some manner. We will engage in in-class exercises and games that deprive or enhance our sensorial experiences to consider and re-consider how we come to know the world and relate to its matter through our unique bodies and varying receptors. Students will develop a competence in fundamental sculptural processes including and not limited to woodworking and welding techniques. Students will cultivate a fluency in the contemporary discourse around sculptural concerns and a proficiency in sculptural critique. Students will work both independently and collaboratively to create a body of work that explores our varying capacities to experience and create art.

**Requirements/Evaluation:** the quality of the work produced as well as participation in critiques, and attendance

**Prerequisites:** any ARTS 100-level course or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$300-\$400 lab fee charged to term bill (dependent on class usage)

**Distributions:** (D1)

Not offered current academic year

### **ARTS 215 (F) Sustainabuilding (verb)**

Sustainability considerations figure prominently (and always have) in good building design. This architectural design studio will include instruction, research, and reading about current design and energy strategies. These lessons will be applied in two or more design problems. Drawings and models will be critiqued in class reviews with outside critics.

**Requirements/Evaluation:** quality of design and presentation

**Prerequisites:** none but ARTS 220 and/or ENVI 108 are recommended; permission of instructor is required; preregistration does not guarantee admission to the course

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** TBD lab fee charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 222 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

Primary Cross-listing

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final

project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

### **ARTS 223 (S) Fresco Mural**

This studio course invites students to encounter the pleasures and challenges of creative collaboration through the planning and development of a co-authored buon fresco mural. With lesson plans structured around a single semester-long project, this course provides a rare introduction to the materials, techniques, and chemistry of fresco painting, as well as an historical overview of the ancient wall-painting medium. While each student will have opportunities to explore fresco mark-making individually on small portable panels, this course is designed to emphasize the historically collaborative and site-responsive nature of fresco painting. As such, the studio-classroom will generally be treated as a shared workshop for collective work. Throughout the course the student community will be challenged to maintain a spirit of improvisation while organizing and executing a long-term project. Students will acquire hands-on experience mixing lime plaster, grinding earth and mineral pigments, and preparing pigment suspensions for a large-scale fresco mural. Considering the wall-painting as a small part of a dynamic whole that includes an architectural substrate and a geographic environment, we will look at varied examples of site-bound wallworks, and will discuss their inherent connection and vulnerability to their social, infrastructural, and climatic conditions. To conclude this course, we will consider various strategies for in-situ wall-painting preservation in order to make an informed plan for the stewardship and/or transformation of our co-authored fresco.

**Requirements/Evaluation:** Students are expected to produce a series of written responses, preparatory drawings, color studies, and material studies leading up to the execution of a single co-authored fresco mural. Grading will take into consideration attendance, active engagement in studio exercises and group discussions, and a demonstrated willingness to collaborate with peers.

**Prerequisites:** 100-level studio art class completed, or a description of interest in the fresco process and/or collaborative work.

**Enrollment Limit:** 13

**Enrollment Preferences:** Enrollment preference will be given to Seniors, Juniors, and Sophomores, in that order. If over-enrolled, a wait-list will be maintained. Wait-listed students should submit a brief description of interest to the instructor.

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$200-\$350 charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 225 (S) Video Ecologies**

This studio course in video art investigates human connection with landscapes and multi-species worlds, developing strategies by which our

environment is witnessed, altered, and negotiated through videographic acts. Video ecologies consider our environment as relational and invested with notions of identity. What can immersion in our environment as apprehended through the senses (including and beyond vision) reveal about historical and lived experience? How might video serve to open up new understandings, relationships, entanglements, accountabilities? This course will critically examine socio-political and personal dimensions of video art through readings and discussion engaging with environmentalism, intersectional feminism, feminist technoscience, queer theory, crip theory, and postcolonialism. With in-depth instruction on technical and conceptual strategies used in video art, the emphasis of the course will be on the creation of an original body of work that includes several short video assignments and a substantial final video or sound work grounded in research on a specific ecological subject chosen by the student. In-class tutorials provide hands-on experience with lens-based production strategies in the context of historical and contemporary examples of video art that explore land as a site for multiple temporalities and multi-species entanglements.

**Requirements/Evaluation:** quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance.

**Prerequisites:** 100 level video course or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art majors with preference to seniors, juniors, sophomores in that order.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 T 9:55 am - 12:35 pm Sarah Rara

### **ARTS 226 (S) Hyperobjects and the Mundane**

This class will use photography, the archive, the environment and the latest Do-It-Yourself trends to explore object-oriented ontology and the notion of "Hyperobjects," or objects that transcend the local by massively spanning time and space. This class will use DIY techniques and mundane objects and materials as a tool to build models, sculptures and installations that will later on be photographed in the "studio" and outdoors. Using science-fiction references and mythology we will attempt to document and/or create a space that is invisible or has not yet been experienced by the world. What does ecological philosophy/eco-feminism currently look like, and (how) will it translate after the end of the world through the remaining photographic image and media? This class will search for, invent, and document Hyperobjects - entities of vast temporal/spatial dimensions that defeat traditional ideas of what a thing, object or photograph is.

**Requirements/Evaluation:** Students must budget roughly ten hours per week outside of class for photographing, editing and printing. Students must complete all projects on time. Students must think outside of the box and be ready to work collaboratively. Students must be active participants during class discussion and critiques.

**Prerequisites:** Intro to Photography and/or Sculpture/Video

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have taken Intro to Photography

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250 standard lab fee charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 230 (S) Drawing II**

This intermediate drawing course focuses on technique, style and content. Class sessions will focus on representing the human figure in representational and abstract styles, including cubism and abstract expressionism. Homework projects will focus on developing individual concepts and personal expression. Exercises will include traditional materials on paper as well as non-traditional methods and exercises. The course culminates with an independent project of work in series. Critique sessions will be held every other week in small, breakout meetings, which will be scheduled

when class begins.

**Requirements/Evaluation:** the quality of work produced, participation in class discussions and critiques, successful completion of all assignments and attendance

**Prerequisites:** ARTS 100. Students with significant drawing or painting experience who have not taken Arts 100 may submit a portfolio for review. Contact the professor for portfolio requirements.

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors, Seniors, Juniors, Sophomores, First Year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250 - \$400 lab fee charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 234 (S) A Watery Place: Photography and the Fluid Process of Belonging**

"I am a singular, dynamic whorl dissolving in a complex, fluid circulation," writes the feminist and environmental theorist Astrida Neimanis. How may we use lens-based media to think through belonging in more fluid terms? This studio course in photography explores belonging as an unfixated, continuous process. What does belonging mean to you? Can you belong to something that you can't see, or, as the poet Warsan Shire writes, to a place that won't let you stay? How are our attachments shaped, disrupted, and conjured? From Instagram accounts archiving images of communities pre-gentrification, to experimental films about family made with weather-damaged film, to self-portraiture and documentations of a changing landscape, this course explores the nuances that photography and lens-based media may reveal about the political and affective dimensions of belonging. The emphasis of the course will be on the creation of photographic and lens-based artwork, to be discussed in critique. We'll support our process by first studying texts and artworks that situate belonging in relation to place and place-making, geography, and ecology. We'll expand into more fluid embodiments of belonging, particularly in the context of migrations and diasporas, family and community, spirituality, climate change and our futures. We'll speculate how lens-based media may not only visualize experiences of belonging (or non-belonging), but facilitate connection. Technically, students will learn more advanced techniques in Photoshop and inkjet printing, and will explore various paper types, material possibilities, and installation techniques.

**Requirements/Evaluation:** Students must budget 10 hours a week outside of class to photograph/film, edit, print, read, and write. Knowledge of making photographs or video with DSLR cameras, and editing/printing with Adobe Lightroom and/or Photoshop are required. Students will be evaluated on their effort and active participation, contributions to discussions and critiques, midterm critique, final project, and artist statement.

**Prerequisites:** Art majors who have taken a prior photo class at Williams, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors working with themes of identity politics, home, place and the environment in their artwork and/or research.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$250 - \$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

STU Section: 01 Cancelled

### **ARTS 235 (F) Intaglio Printmaking**

Intaglio printmaking--also known as etching--is a graphic medium in which the surface of a metal plate is transformed, inked and pressed onto paper to create an image. From its 16th-century origins to the many innovative forms of intaglio being practiced by artists today, etching offers a surprisingly flexible and expansive array of graphic possibilities that intersect with drawing, painting, collage and arts of the book. This course will begin by surveying different approaches to transforming the surface of a copper etching plate through drypoint (drawing directly into the plate with a metal stylus); soft and hardground etching ("biting" an image into the plate using selective acid exposure); and aquatint (using acid to create a range of tonal effects). Students will learn methods for printing their etched plates in intentional and exploratory ways. As they work toward developing an

individualized formal language appropriate to their subject matter and ideas, they will be encouraged to think about material decision making--their choice of inks, paper, registration, printing technique, etc.--in conceptual terms. The course will culminate with a final project in which students will develop a serial body of work exploring constellations of imagery and the idea of the multiple, taking strategic cues from collage, artist books and other forms of narrative object making. As a rigorously hands on experience, the course will foreground transformative material processes and self-directed studio practice, while also incorporating slide lectures, occasional readings and engagement with WCMA's contemporary print collection.

**Requirements/Evaluation:** quality of work, investment of time and focus, active presence in discussions and critique, attendance, willingness to experiment, contributions to collaborative studio environment

**Prerequisites:** Any 100-level studio art course

**Enrollment Limit:** 12

**Enrollment Preferences:** based on portfolio and student questionnaire

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$300-\$550 charged to term bill; lab fees are covered by the Book Grant for students receiving financial aid.

**Distributions:** (D1)

Fall 2022

STU Section: 01 R 9:55 am - 12:35 pm Alyssa Pheobus Mumtaz

### **ARTS 236 (F) What a Relief! An introduction to relief printing**

What is a relief print? Relief printing is when you carve into a printing block that you then use to press onto paper and make a print. The course will include introductions to various methods in relief printing, including linocut, collagraph, stenciling, chine-collé, reduction printing, and experimental approaches. Students will learn to work with a variety of cutting tools, the fundamentals of printmaking inks and papers, and how to use both the printing press as well as DIY hand-pressing techniques. This course will also introduce the traditions of relief printmaking and its present day interdisciplinary potential. We will also consider the history of relief as tied to resistance work, political movements, and collaboration. After a series of five major assignments, the semester will conclude with a student-guided final project where cross disciplinary and approaches will be welcome.

**Requirements/Evaluation:** completion of work, investment of time and focus, active presence in discussions and critique, attendance, inventiveness.

**Prerequisites:** Any 100 level studio art class

**Enrollment Limit:** 10

**Enrollment Preferences:** based on portfolio of previous work + enthusiasm.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$300-\$550 charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 01 M 1:10 pm - 3:50 pm Kerry C. Downey

### **ARTS 241 (S) Introduction to Acrylic Painting: Five Modern Painters**

To learn the fundamentals of 2D design, as well as some of the concepts that inform modern painting, this class will engage the work of Jean-Michel Basquiat, Henri Matisse, Amy Sherald, Alma Thomas, and Stanley Whitney. All distinctly modern, the styles of these artists range from figurative to fully abstract. The class will spend two weeks on each artist, analyzing and copying a work in the first week and producing a visual response in the second. Students will meet twice a week, once as a class for technical demonstration and slide presentations and again in small groups of 3 or 4 for reading discussion and critique. Some demonstrations and supporting materials will be available asynchronously. The goals of the class are to introduce students to basic painting skills like color mixing, brushwork, composition, and palette management, as well as concepts like color theory, modernism and self-expression in a cultural context. So that students may work in a domestic setting, the size of the assignments are modest and the materials like water-based acrylics, crayons, and paper are manageable. In order to post homework, students will need access to a digital camera.

**Requirements/Evaluation:** Students will be evaluated on technical improvement, conceptual development, expressiveness and inventiveness. Class participation, timeliness and attendance will also be considered.

**Prerequisites:** ARTS 100. Students with significant experience with drawing or painting, but have not completed Arts 100, require permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** art majors, sophomores, juniors, seniors, first years

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$350 - \$500. Materials will be shipped directly to students.

**Distributions:** (D1)

Not offered current academic year

### **ARTS 241 (F) Introduction to Oil Painting**

This course is designed to introduce the fundamentals of oil painting. A significant portion of class time will be devoted to learning some of the basics of painting, such as the manipulation of color, value, surface, and texture, as well as to exploring the properties of several mediums (what the paint is mixed with to allow for application and drying). This course is focused on giving students access to a range of techniques that they can explore during the semester. We will also spend time looking at each other's work and giving feedback and suggestions as well as studying the work of established artists. Evaluation will be based on evidence of each student's progress, as shown by assignments and long-term projects; attendance and participation in class discussions.

**Requirements/Evaluation:** based on evidence of each student's progress, as shown by the weekly assignments; attendance and participation in class discussions

**Prerequisites:** ARTS 100

**Enrollment Limit:** 14

**Enrollment Preferences:** Art majors, sophomores

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$400-\$600 charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 01 TR 9:55 am - 11:10 am William B. Binnie

### **ARTS 251 (F) The Personal Documentary (DPE)**

In this course, we will survey the terrain of personal documentary in all its complexity--its marginal roots, and its current mainstream appeal. Examining a wide array of formal approaches from diary films, to archival excavations, to first-person odysseys, we will ask: what does it mean to tell a story that is personal, vulnerable, ethical? How is the current watershed moment of COVID provoking us to re-imagine our ideas of self and community, private and public? How to avoid predictability and narcissism, and instead use self-reflection productively? How do race, sexuality, class and gender inflect personal filmmaking? Major assignments will include 3-4 short videos; supplementary assignments include a daily diary, weekly film screenings, and 1-2 readings per week. In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

**Class Format:** In order to comply with social distancing mandates, the majority of this course will occur online and production assignments will be designed to ensure maximum student safety. While students will have access to campus equipment and lab space, assignments will embrace the possibilities of at-home, DIY approaches to filmmaking.

**Requirements/Evaluation:** preparation and participation; 3-4 short videos; daily diary; weekly film screenings, 1-2 readings per week

**Prerequisites:** 100 level video course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, juniors, majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$230

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course will consider the role of race, gender and sexuality in representing personal experience onscreen.

Not offered current academic year

### **ARTS 260 (S) Objects in Video, Video as Object**

In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

**Requirements/Evaluation:** discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development

**Prerequisites:** 100 level video course

**Enrollment Limit:** 12

**Enrollment Preferences:** current and prospective Art majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$125

**Distributions:** (D1)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ARTS 261 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261 ENVI 260

Secondary Cross-listing

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from

an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

### **ARTS 273 (F) Sound Art, Public Music**

**Cross-listings:** MUS 175 ARTS 273

#### **Secondary Cross-listing**

Western music performance traditionally occurs within contained spaces in which performer and audience adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and expectations of performance and reception have loosened, often moving into public spaces: from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course examines the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno, Elizabeth A. Baker and Christine Sun Kim, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of sound art works inspired by ideas and creators we are studying.

**Requirements/Evaluation:** class participation, 3 short (1- to 2-page) essays, a response journal and the creation of five sound art works

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** ARTS elective

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 175 (D1) ARTS 273 (D1)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brad Wells

### **ARTS 275 (S) Sculpture**

This course is an exploration of the media and processes of sculpture, with the ultimate goal being visual fluency and the successful expression of your ideas. The focus will be on the development of technical and analytical skills as they relate to the interplay of form, content, and materials. You will be introduced to a variety of techniques and processes associated with the making of sculpture, including, but not limited to, woodworking, welding and building forms out of cardboard. The field of sculpture has expanded to encompass wide-ranging approaches towards manipulating form and space, thus a wide variety of media exploration is encouraged.

**Requirements/Evaluation:** the quality of the work produced as well as participation in critiques, and attendance

**Prerequisites:** any ARTS 100-level course or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Art Majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$185 lab fee charged to term bill

**Distributions:** (D1)

**Not offered current academic year**

### **ARTS 287 Design for Film & Television**

The production designer is responsible for creating, controlling, and managing 'the look' of films and narrative television from page to screen. This hands-on course explores the processes of production design, art direction, and lighting direction processes as related to design for film and television. From initial Production Design sketches and 'Feel-Boards' to accommodating desired cinematographic angles when designing a studio set, design for film requires a designer to shape an entire visual world while keeping in mind the story as a whole. The goal of this course is to provide an initial understanding of the Production Design process in practice through studio work and instruction.

**Class Format:** This class will be a combination of instruction and in class studio work.

**Requirements/Evaluation:** committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

**Prerequisites:** THEA 201, THEA 285, ARTS 100, or permission from instructor with equivalent experience

**Enrollment Limit:** 12

**Enrollment Preferences:** In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

**Expected Class Size:** 8

**Grading:**

**Materials/Lab Fee:** up to \$125 for materials and copying charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **ARTS 303 (F) Public Address System: Art, Language, Action**

This interdisciplinary tutorial engages the role of language in art, as students examine the role of text, speech, and gesture within their own work. The course engages the material and transformative effects of language in and alongside artworks, exploring the link between words and actions, the convergence of personal and political through speech and writing, and the role of the reader/viewer/receiver. Students engage a wide range of tactics for working with language within and alongside creative studio practices, through coursework that combines intensive studio work, writing, reading, and discussion. The tutorial format allows for a wide variety of media and approaches. Students will meet weekly with a peer and the professor to review work, as well as several sessions where the entire class will meet for presentation, critique, and discussion. The course demands significant outside studio time as well as maintaining a regular writing practice for the duration of the course. Emphasis is on the creation of an original body of artwork. Assignments include several independent studio projects (8 short assignments and 1 major final assignment) independent studio projects that engage language (text, speech, gesture) and weekly writing meditations (1-3 pages in length). Weekly writing meditations engage the text score, hybrid essay, film essay, memoir, and auto-fiction, auto-theory, paying close attention to repetition, difference, codes, systems of signification.

**Class Format:** Students will meet weekly with a peer and the professor to review work, as well as several sessions where the entire class will meet for presentation, critique, and discussion.

**Requirements/Evaluation:** Quality of work produced, engagement with investigative process in studio assignments and writing meditations, participation in critique and discussion, class citizenship, attendance.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to art majors, seniors, and juniors in that order. If overenrolled there will be a waiting list.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$150

**Distributions:** (D1)

Not offered current academic year

### **ARTS 307 (S) The Body Reorganized**

This tutorial course asks students to abstract and re-contextualize the body as a topic of conversation in order to expand our discussions about identity. We will discuss the work of artists in which the body remains conceptually central; such as Nick Cave, Sanya Woolfalk, Sarah Lucas, Annette

Messenger. Students will look to their own lived experiences and supporting communities, research historical precedence for contemporary perspectives on identity, and find, through written and collected research, additional cultural work centered within multi-layered and non-normative experiences. Students will react to readings, Christian Enzensberger's "Smut: An Anatomy of Dirt", Mary Douglas' "Purity and Danger", etc. Students will design their own methods of making with foundational introductions to flexible plane paired with movement-based workshops including stop motion animation shot with cell phones. Students will construct a structural and/or wearable work that references the body, it's topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

**Requirements/Evaluation:** Students will construct a structural and/or wearable work that references the body, it's topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Open to all media but constructed around the theme of the body reorganized.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$100.00 lab fee

**Distributions:** (D1)

Not offered current academic year

### **ARTS 308 (F) Contemporary methodologies in History and Practice**

**Cross-listings:** ARTH 307 ARTS 308

Secondary Cross-listing

This course explores contemporary methodologies that traverse both collective research and artistic production, providing an overview of theoretical and practical frameworks in contemporary art through case studies, close reading, and interdisciplinary artistic projects. We will speculate on the role of the artist, the curator, and the critic as "host" in order to foreground how a care-centered and collective approach to knowledge production can run counter to existing power paradigms, such as patriarchy, colonialism, and capitalism. Building on existing exchanges between disciplines--from feminist thought, queer theory, disability studies, visual and media studies--this hybrid studio and critical theory course presents contemporary art as a field uniquely suited to imagine alternative structures of institutional support and mutual aid. Through engagement with critical and creative texts, as well as a series of making exercises, we will experiment with practices of care and resource-sharing through art production, and imagine how arts practitioners can take a critical position that counters prevailing logics of individualism and enclosure.

**Class Format:** Studio

**Requirements/Evaluation:** Grade is evaluated based on class attendance and participation, completion of weekly readings and/or making exercises, and one final project that responds to course material and themes.

**Prerequisites:** At least one prior course in Art History or Studio Art, or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** History-and-Studio Majors get first priority, then regular Studio Majors and Art History Majors, then any interested student.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Under \$500. Students on financial aid may utilize the book grant to defray any materials costs.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 307 (D1) ARTS 308 (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 R 1:10 pm - 3:50 pm Shoghig M. Halajian, Luke Fischbeck

### **ARTS 310 (F) Hybrid Forms and Collaborative Structures**

This course is designed to explore how media such as photography, video, digital media, drawing and performance can become three-dimensional or "sculptural." We will explore the expanded potential of making three dimensional objects, installations, or experiences that are hybrid, interdisciplinary and collaborative. We will look at points of intersection and difference, boundaries both material, historically implied, and imagined. Students will be evaluated on their progress towards building a diverse and unique body of work, while strengthening their technical and analytical skills. This an upper-level course, prior studio classes are strongly recommended and a substantial amount of time spent outside of class is expected to complete projects.

**Requirements/Evaluation:** evaluation will be based on the quality of work produced, the depth and quality of the content and process, active and thoughtful participation critiques, and attendance

**Prerequisites:** two studio classes including one 200 level studio art course or a studio sculpture course, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors, prior experience in sculpture

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$400 to \$500 charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Fall 2022

STU Section: 01 M 1:10 pm - 3:50 pm Erica Wessmann

### **ARTS 313 (F) Inhabited Theatrical Environments: Scenic Design for Performance**

**Cross-listings:** THEA 315 ARTS 313

**Secondary Cross-listing**

How do you develop a point of view and translate it to the stage? What is an effectively inhabited space for performance? We will explore the different ways a scenic environment provides the visual foundation for live theatrical events in theaters as well as site-specific shows. In addition to working intuitively, this course combines critical readings of texts to contextualize works for the current moment. Research will be at the center of our work -- deepening skills to source, curate, and present personal points of view as designers and creators. This work will serve to expand our imaginations to the aesthetic possibilities of performance. Students will also develop a basic knowledge of model building and drafting. Class time is a combination of discussions of theatrical texts, student project presentations, and studio work.

**Requirements/Evaluation:** Creative projects preparation and presentation. Active participation in class and critique sessions. Occasional writing assignments to accompany design work.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** Up to \$125 in studio costs.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 315 (D1) ARTS 313 (D1)

Fall 2022

STU Section: 01 M 1:10 pm - 3:50 pm Barbara Samuels

LAB Section: 02 M 11:00 am - 12:15 pm Barbara Samuels

### **ARTS 314 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

**Primary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

**ARTS 315 (F) Humor**

In this tutorial, students will explore how humor has been used by artists to communicate ideas powerfully, while working to develop their own voice, ideas, and strengths, visually. Students will explore the nuances of humor as a way to effectively communicate ideas through a visual format. Humor will be used as a way to unpack themes around intimacy and estrangement, history and memory, activism and protest, storytelling, play and silliness. Students will explore how one's vulnerability in their work can become empowering. Being funny is not a prerequisite, nor the goal for this course, though it is absolutely welcome! The class will require good communication and will start with establishing a safe and trusting group dynamic that can encourage experimentation and risk taking. Through assigned readings, screenings, and visits to the WCMA students will explore themes of humor in painting, drawing, sculpture, installation, design, film, comedy performance and literature. This course is interdisciplinary and open to all media. Assignments in this course will be conceptually driven with formal restrictions depending on the students chosen medium. Students are expected to have a working knowledge of their medium prior to taking this course.

**Class Format:** The class will meet twice a week with one meeting in-person and the second meeting remote. Depending on the class size we may break into smaller independent lab groups / discussion groups.

**Requirements/Evaluation:** Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

**Prerequisites:** A previous course in the medium in which you plan to work. Students are expected to have a working knowledge of their medium prior to taking this course.

**Enrollment Limit:** 10

**Enrollment Preferences:** art majors or permission of instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Students will be responsible for purchasing their own materials.

**Distributions:** (D1)

Not offered current academic year

**ARTS 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

**Secondary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ARTS 317 (F) Water as Leitmotif: Queer Kinship and Collaborative Acts of Performance for the Camera**

This interdisciplinary tutorial course focuses on water as a poetic and political space of exploration. Through the discussion of critical and creative texts, visual and cinematic analysis, and a direct engagement with water, we will examine water as making material, a healing practice, a site of ecological consciousness, and a form of physical and psychic reorientation. The course content is informed by queer and feminist making practices, as well as contemporary environmental thought and aesthetics. Together we will speculate on new practices of intimacy, kinship and care-based relations through the lens of water and fluidity. Throughout the semester, students will make individual works at the intersection of performance, photographic and moving-image works, and will collaborate with their tutorial partners on a large-scale installation to be documented via still and moving image.

**Requirements/Evaluation:** Students need to know how to use a DSLR camera and/or a video camera. Students will be evaluated on their participation, reading discussions, presentations and final collaborative project.

**Prerequisites:** Art Majors who have taken ARTS 122, ARTS 226, ARTS 225, ARTS 303, ARTS 319 or ARTS 251

**Enrollment Limit:** 10

**Enrollment Preferences:** Art Majors who have taken Photography and/or Video classes

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTS 319 (F) Junior Seminar**

This Junior Seminar is an intensive class designed to provide art majors the opportunity to strengthen their ability to communicate clearly through the visual language by offering an overview of current themes and issues within the art world and beyond. The class is structured around critique and studio practice engaging in everyday tangible spaces, including the home, backyard, the studio, and street, as well as imaginative and virtual experiments that are designed to help further each student's skillset, broaden their knowledge of contemporary art, and to offer critical and analytic experiences that deepen the student's understanding of the role of art in society. What is at stake and how does one create deeply personal/political work? Your voices are now more important than ever and this class is an integral stepping stone in accessing these voices through visual, written, and spoken language. Through various texts, screenings, in-depth critique, and visiting artist lectures, the Junior Seminar finds a balance between self-exploration and group dynamics, between solo and collaborative art practices, between reflection and expression, and between resistance and care.

**Requirements/Evaluation:** quality of work produced, participation in class discussions and critiques, successful completion of all assignments, and attendance

**Prerequisites:** three studio courses required for the major

**Enrollment Limit:** 12

**Enrollment Preferences:** enrollment is limited to Studio Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Studio Art and Art History and Practice majors are required to take this course in the junior year unless studying abroad during the fall semester

**Materials/Lab Fee:** The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Students on financial aid can utilize the Book Grant to defray these expenses.

**Distributions:** (D1)

Fall 2022

STU Section: 01 T 1:10 pm - 3:50 pm Sarah Rara

### **ARTS 323 (F) Colour Function**

This tutorial places colour as a central consideration in our object making. Experiments and discussions will include development of dyes and inks, foraging for colours, understanding palettes and their relationship to 'the tasteful' and 'the garish', 'beautiful' and 'the unpleasant', colour blocking, monochromes, culture and colour, and the relationship between a variety of pigments, their medium of suspension, and the material they stain or sit directly on top of, unstable. In this way, we will work with a large selection of media and the assignments will be both foundational and highly experimental; you are creating a hundred new colours within a strict grid--you are mixing two new colours through light and projection alone, with no guides. The course is open to anyone who has taken advanced classes in printmaking + drawing, sculpture, and photography.

**Class Format:** the class will meet in tutorial pairs once a week and collectively whenever there is a skill workshop

**Requirements/Evaluation:** weekly assignments and final project; participation, generosity towards studio and studio members; attendance

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Enrollment Preferences:** Art Studio majors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTS 328 (S) The Art of Almost Nothing**

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns--aesthetic, topical, critical--and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

**Class Format:** studio class, 3 hours per week

**Requirements/Evaluation:** projects, assignments, class participation, attendance

**Prerequisites:** Two studio art classes of any kind at Williams or previous studio experience with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Any student who has taken at least two or more previous studio art classes at Williams

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Under \$100. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

TUT Section: T1 Cancelled

### **ARTS 332 (S) Living Things: Bodies and Objects in Sculpture and Performance**

**Cross-listings:** THEA 333 ARTS 332

Secondary Cross-listing

This studio course seeks to promote art making that transgresses the boundaries between the visual and performing arts to see a life that animates both bodies and objects. Cultivating various approaches to the experience of embodiment and kinesthetic responses to objects, props, and clothing, students will perform sculptures and sculpt performances indoors and outdoors. Exploring relationships between time and space will support creating works that suggest and invite movement, encourage interaction, and investigate the physical potency inherent in objects, people, and performance. Emphasis will be made on collaborative process and developing dialogue between actors, dancers, and visual artists.

**Requirements/Evaluation:** Evaluation will be based on participation in studio exercises, bi-weekly collaborative group projects, a final solo work to be performed at the end of the semester, and five 2-page reflection essays.

**Prerequisites:** Students must have completed at least one course either in Theatre or in Studio Art.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to Theatre and Studio Art majors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$200-\$350 for supplies such as fabrics, papers, paints, markers, props, etc. as needed.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 333 (D1) ARTS 332 (D1)

Spring 2023

STU Section: 01 MW 10:00 am - 11:50 am Shanti Pillai, Sean Devare

LAB Section: 02 F 10:00 am - 11:50 am Shanti Pillai, Sean Devare

### **ARTS 344 (S) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASST 344 ASIA 344 ARTS 344

#### **Primary Cross-listing**

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to studio and art history majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 344 (D1) ASIA 344 (D1) ARTS 344 (D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

**Not offered current academic year**

### **ARTS 345 (S) Art in Times of Crisis (DPE)**

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, students will do readings and investigations into art activist case studies from social movements such as Puerto Rican sovereignty, HIV + AIDS, and global climate justice.

**Requirements/Evaluation:** readings, screenings, attendance, participation, and committed completion of assignments

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2023

### **ARTS 369 (S) QUILTY!**

A quilt is a glorious formation to be asleep under, and in this class we will spend the entire semester making a single wonderful one. A dynamic composition for the home! Students will learn how to collect and choose fabrics, cut them into bold lively shapes, and practice efficient ways of using a needle and thread to sew them together. By looking at quilting traditions internationally, both improvisational and hyper precise methods of construction will be adopted - the quilt is for everyone! Students will also learn basic embroidery and applique techniques to embellish the quilt top, and draw with thread as they bind and stuff the layers of their quilt with (local) wool.

**Requirements/Evaluation:** a single quilted and bound queen sized quilt.

**Prerequisites:** 200 level studio art classes completed, and/or letter stating enthusiasm and investment in handwork and textiles, and/or previous sewing experience.

**Enrollment Limit:** 10

**Enrollment Preferences:** studio art majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$300-\$500

**Distributions:** (D1)

Not offered current academic year

### **ARTS 383 (F) The Actor-Creator: Introduction to Physical Theatre Tools**

**Cross-listings:** THEA 283 ARTS 383

Secondary Cross-listing

This course is an introductory course to the Jacques Lecoq Pedagogy which was born in France and uses observation as a first creative tool. The body is at the heart of this pedagogy and we will have rigorous physical training in order to become more expressive, more precise, and more creative. Improvisation will be the key tool to learn and discover how to write theater on our feet. In the course, we will first observe life: spaces and people. What are the specifics of the different spaces that exist around us and how do they change the body that is in them? Then, we will look at the actor's body. How do you enhance its presence? What brings life to this body? How can we allow ourselves to start using the body as a creative tool that will be able to transform and write? We will next observe the body within the elements. What kind of character will come out of fire? Or of air? What happens when air meets fire? By letting the elements transform us we will find specificity in the character's physicality and relationships. Then we will look at painting, poetry, and music; How can we translate a poem on stage? How do words move? And colors? Is yellow's rhythm the same as brown? We will end the course by working with full masks created by the students/artists and also brought by the teacher. Mask work is an incredible tool to help actors articulate their thoughts, and feelings, and craft their acting. What stories will come out of that? Who's destiny will we learn about? This will be an occasion to bring forth stories you are interested in, that touch you and move you. This course is open to anyone who is interested in creating live performances. Whether you are a writer, a painter, a director, a musician, or an actor you are welcome to bring your fierce and curious artist spirit to create theater that will be telling the stories that matter to you today.

**Requirements/Evaluation:** Attendance and active participation in each class session. Assigned project and scene work (solo and in small groups). Creation of physical performance objects (masks, etc.) Solo and group presentation of assigned work in class.

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 283 (D1) ARTS 383 (D1)

STU Section: 01 F 11:00 am - 12:15 pm Emmanuelle F. Delpech

LAB Section: 02 W 1:10 pm - 3:50 pm Emmanuelle F. Delpech

### **ARTS 396 WONDERFUL THINGS!**

A spinning top! A clock! A toy! A sundial, a deck of cards, a lantern, pompoms, building blocks that rise and topple, puppets, paper kites, paper planes, toy boats that float --play objects are born into the world over and over, transforming in colour and shape, yet holding onto an essential structure that give them their name and purpose. In this class, students will construct their own versions of (some of) these classic objects using humble and lovely materials: paper, glue, bamboo, cloth, light, wood, perhaps wind, string. Our guides will be existing histories of making, the wonderful image of disparate objects on a well made shelf, all the handmade objects we have loved, childhood toys, a desire to play still, and delight.

**Requirements/Evaluation:** weekly assignments, final project

**Prerequisites:** Drawing 100 and/or sculpture classes and/or portfolio of studio work

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio art majors

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **ARTS 418 (S) Senior Seminar**

In this capstone class for studio art majors, students define, research, create and present an original body of work which will be exhibited. The emphasis will be on producing a strong and coherent body of artwork for their senior exhibition at the Williams College Museum of Art, (in person or virtual). Students will focus on strengthening ideas, developing formal skills and practicing critical analysis. They may work in any medium in which they have developed a high degree of proficiency. To prepare to partake in an exhibition on this level, students must learn to schedule and pace themselves, communicate, deal with spatial considerations beyond their studio, document their work effectively and work within firm deadlines. The nature of this course will have you working closely as a team, as well as individually, towards creating a strong and exciting student show this May at the Williams College Museum of Art (or via a virtual platform). The class will meet in large and small groups throughout the semester for critique and discussion and also have assigned readings, films, and/or lectures.

**Class Format:** intensive studio art class

**Requirements/Evaluation:** Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Evaluation also takes into account: effort, attitude, creativity, studio responsibility and participation. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

**Prerequisites:** You must be a senior Art Studio major with all requirements fulfilled by the end of this term

**Enrollment Limit:** 15

**Enrollment Preferences:** Studio Art major; permission of instructor is required for History and Practice majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** The cost of materials will vary depending on the individual student project(s). Students are responsible for the cost of the materials. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recip

**Distributions:** (D1)

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Frank Jackson

### **ARTS 497 (F) Independent Study: Art Studio**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

**Prerequisites:** no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Laylah Ali

### **ARTS 498 (S) Independent Study: Art Studio**

With current staffing limitations, it is difficult for studio faculty to supervise more than a very few independent studies projects. We feel our curriculum includes rich and varied offerings and believe that the need for most independent work can be met through those regular offerings.

**Prerequisites:** no student will be accepted into an independent study project unless they have completed two 200-level ARTS courses and one 300-level ARTS tutorial; permission of instructor is required

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Laylah Ali

### **Winter Study -----**

### **ARTS 10 (W) Photography and the Senses: Intro to Digital Photography**

In the speed of a digital world, what can a slower, more tactile engagement with our materials and surroundings teach us about ourselves? This studio course is an introduction to the fundamentals of digital photography through a multi-sensorial, tactile, and experimental approach. Students learn the fundamentals of creating meaningful photographs, how to use dslr cameras, as well as editing and inkjet printing. Through a series of creative activities, we tap into all 5 senses (not just vision) in order to unlock embodied knowledge and new ways of seeing. Activities in and out of the classroom include, but are not limited to, engaging with audio recordings, creative writing games based on scent and touch, activities exploring texture and material in nature, collage, and where appropriate, somatic exercises. An emphasis will be placed on play and experimentation, hands-on learning, and class discussions of poetry, artwork, films, and other media. Students will work to create a series of photographs on a topic of their choice.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have not taken a photo course at Williams, then art majors interested in the intersections of photography and other artistic disciplines, then anyone else.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$200-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 RF 10:00 am - 12:50 pm Genesis Baez

### **ARTS 12 (W) Textile Structures**

In this course we will investigate the transformative and sculptural potential of various fiber construction techniques including crochet, wrapping, netting, coiling, twining and interlacing. We will take a multi-disciplinary approach to the subject matter, addressing practical issues of making in addition to the history and cultural significance of the techniques and materials studied in class and their application to contemporary sculpture and installation. Through demonstrations, lectures, critiques, readings, and discussions, the course will focus on development of a personal language within the medium. Evaluation will be based on completion of material study assignments, written responses, and a final project. Attendance and participation will also be considered, with outside studio time expected.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors and art majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jenine Shereos is a recipient of the Massachusetts Cultural Council Fellowship in Crafts, and is currently a Visiting Lecturer in the Fibers Department at Massachusetts College of Art and Design in Boston.

**Materials/Lab Fee:** \$200-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 R 12:00 pm - 6:00 pm Jenine L. Shereos

#### **ARTS 14 (W) Welding: Drawing in the Third Dimension**

In this class, students will be introduced to the welding process and will explore steel as a material for drawing three dimensionally in space. Steel, an industrial material, is amazing at defying gravity, and welding is a direct and quick way to fuse steel together. Through processes such as bending, cutting, and welding we will explore steel as an art material.

**Requirements/Evaluation:** Must attend class and contact hours each week. There will be technical objectives that will need to be met each week and one complete piece of art work at the end of the class.

**Prerequisites:** None

**Enrollment Limit:** 9

**Enrollment Preferences:** Art majors

**Expected Class Size:** 9

**Grading:** pass/fail only

**Materials/Lab Fee:** \$500. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Winter 2023

STU Section: 01 M 11:30 am - 2:30 pm T 1:00 pm - 4:00 pm Samantha Pasapane

STU Section: 02 M 6:00 pm - 9:00 pm W 1:00 pm - 4:00 pm Samantha Pasapane

#### **ARTS 21 (W) The Tire [Un]Retired: A Repurposed Future for the Automobile Tire**

Invented in 1845, the automobile tire has evolved from a rubber product into one of nylon polymer, steel, and carbon black. These component parts make them difficult to recycle, resulting in fields of used tires emerging around the globe. As this problem continues to grow, how might we re-envision the recycling of this product into a repurposed future? In this course we will explore the global phenomenon of tire disposal, recycling, and reuse. Final projects will culminate in the design and assembly of a sculpture or structure composed of used automobile tires. By the end of week 1 student groups will be tasked with assembling lectures for the rest of the class. Topics will focus on areas of the class's investigation, ranging from 'Clarifying the components of the unit' to 'Spatializing the landscape of the industry'. Additional in-class workshops will call upon groups to assemble a pre-designed

element; requiring tire dissection, stretching, folding, and attachment. At the beginning of week 2 new student groups will be tasked with designing and generating a composition of automobile tires for presentation and exhibition at the end of the course. Each group may choose between two tracks: 1. Reprovision of Function: Design and craft an architectural feature (i.e. playground equipment, furniture, or other element that supports or accommodates function). A detailed set of assembly instructions must be presented alongside the product. Expected to be primarily graphic in nature, the document will provide step-by-step installation processes and quantify the materials necessary for replication. 2. Installation as Statement: Design and craft a freestanding structure that illuminates and informs upon the state of the automobile tire as a product, an industry, a problem, and/or an opportunity. A supporting textual narrative/statement that contextualizes the installation(s) as a commentary upon the past, present or future of the automobile tire will also be required.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors in art and environmental studies will be given priority.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ARTS 24 (W) Drawing as Meditation**

Drawing as Meditation is a course focused on drawing as a cross-disciplinary practice that activates our radical imaginations. Going beyond the technical, we will center drawing as a daily meditation - an embodied process that creates space and time for reflecting, connecting, and integrating ideas across disciplines, or disparate aspects of our lives and psyches. Using both traditional and nontraditional drawing tools, we will explore a series of activities that draw on Performance Studies, Art Education, Psychology, and Liberatory practices. Some examples include automatic drawing, diagramming, and mapping. Class time will be split between short drawing activities and discussion. Outside of class time, students will be expected to complete daily drawing journals, as well as short readings and writings, not exceeding 10 hours per week. No prior drawing experience required, only a willing desire to put pencil to paper, to experiment, and to be open to what unfolds. Class times: Wednesday 1:00 pm - 3:50, Thursday 10:00 am - 12:50 pm

**Requirements/Evaluation:** Final project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who have otherwise struggled to enroll in arts classes. Preference for Juniors and Seniors

**Expected Class Size:** 15

**Grading:** pass/fail only

**Materials/Lab Fee:** \$200. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

SEM Section: 01 W 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm Kerry C. Downey

### **ARTS 27 (W) Bad Drawing**

Manifesto: 1. Anyone can draw. 2. Perspective is subjective. 3. Failure is underrated. 4. Technique is overstated. 5. Subvert the overt. 6. See the unseen. 7. Construct a construct. 8. Learn some luck. 9. Draw a duck. Requirements: Class will meet 3 times a week for studio drawing and discussion: 9 hours. Outside weekly assignments: 8 - 10 hours. Readings and exercises will introduce drawing from different perspectives: the neuroscience of art, the mystical in abstraction, and the role of chance in the creative process.

**Requirements/Evaluation:** Evaluation based on attendance, completion of assignments, and engagement with the material.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to first-years, then second-years, then third-years, then fourth-years.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Ann Glazer lives in Texas and New York. Her work intertwines tradition, technology, and intuition to conjure the unknown. She has an MFA from the Art Institute of Chicago, a BA from Brown University, and occasionally teaches classes at Williams.

**Materials/Lab Fee:** \$200-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MTWR 10:00 am - 12:50 pm Ann Glazer

### **ARTS 28 (W) Improvisational Woodcut**

Woodblock printmaking-the practice of making inked impressions from the carved surfaces of wooden blocks-is an ancient medium that has proliferated through many different cultural contexts and formal iterations. In this intensive studio course students will be introduced to the fundamentals of woodcut, with an emphasis on direct hand carving, hand printing and experimental transformations of the printed multiple through collage. Students will learn how to carve their imagery into traditional shina woodblocks while also experimenting with reclaimed wood. By utilizing hand printing techniques students will have the opportunity to make prints that are of unconventional sizes and shapes. The resulting prints will be transformed and elaborated through experimentation with archival, non-toxic collage techniques, handmade papers and other found materials. This is an immersive course that meets three times per week for 2.5-hour sessions. Class meetings will include slide lectures, group discussions, technical demonstrations and studio work closely supervised by the instructor. Students will be expected to dedicate 4 to 6 additional hours per week to developing their projects. In addition to class sessions there will be open printshop hours during which students may work independently. Visits to the print collections of WCMA and the Chapin Library will introduce students to a broad sample of historical and contemporary woodblock prints. At the end of the session students will present their work in a group exhibition in the Spencer Studio Art Building. Lab fees are covered by the Book Grant for students receiving financial aid.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 8

**Enrollment Preferences:** A brief written statement answering the question: Why is it important for you to take this course at this moment in your time at Williams?

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Alyssa Pheobus Mumtaz holds an MFA from Columbia University and a BA from Yale. She exhibits her work internationally and has taught printmaking, drawing, painting and design at institutions including UVA, Columbia and American University.

**Materials/Lab Fee:** \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTR 10:00 am - 12:50 pm Alyssa Pheobus Mumtaz

### **ARTS 31 (W) Senior Studio: Independent Project Art Studio**

Independent project to be taken by candidates for honors in Art Studio.

**Class Format:** Independent project

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Laylah Ali

**ARTS 99 (W) Independent Study: Art Studio**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Laylah Ali

## **ART (Div I)**

### **GRAD ART**

**Director: Professor Marc Gottlieb**

- Michael Conforti, Lecturer in the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art
- Ezra D. Feldman, Visiting Assistant Professor of English; affiliated with: English, Science & Technology Studies, Graduate Program in the History of Art
- Marc Gottlieb, Halvorsen Director of the Graduate Program in Art History; affiliated with: Graduate Program in the History of Art, Art; on leave Fall 2022
- Anne R. Leonard, Lecturer in the Graduate Program in Art History
- Kobena Mercer, Robert Sterling Clark Visiting Professor of Art History
- Robert Wiesenberger, Lecturer in the Graduate Program in Art History

### **MASTER OF ARTS IN ART HISTORY**

#### **Requirements**

To qualify for the Master of Arts degree in art history, candidates complete a minimum of twelve courses for graduate credit plus two winter study periods, the latter comprising an international Study Trip in the first year (ARTH 51) and preparation of a Draft Qualifying Paper in the second (ARTH 52). Students must also demonstrate reading proficiency in one foreign language, though further study in primary-research languages is encouraged. At the end of the second year, all students present a shortened version of the Qualifying Paper in the annual Graduate Symposium.

At least seven of the twelve courses required for graduation must be graduate seminars. (Students are free to pursue additional courses beyond those required for the degree.) Among the twelve courses counted towards the degree, three are required of all students: ARTH 504, "Proseminar in Research and Method," to be taken in the first semester of study; ARTH 506, "Graduate Art History Writing Workshop," to be taken in the second; and ARTH 509, "Graduate Student Symposium," to be taken in the fourth semester. Additionally, all students must complete ARTH 507, "Object Workshop," which is pass/fail, in their first year of study. The optional Curatorial Workshop, ARTH 563, is also pass/fail. Neither ARTH 507 nor ARTH 563 counts among the twelve courses required to complete the degree.

Students must also fulfill a distribution requirement by undertaking coursework in two of four geographical areas and two of three chronological periods.

Geographical Areas:

- 1) Europe and the Mediterranean Basin
- 2) Asia and the Pacific
- 3) The Americas
- 4) Africa and the Middle East

Chronological Periods:

- 1) Prehistoric to 1200
- 2) 1200 to 1800
- 3) 1800 to the present

Students may petition the Director to apply a thematic or non-period/geographic-specific course toward the distribution requirement by demonstrating substantial work in an appropriate area.

#### **Undergraduate Courses and Independent Studies**

With permission from the Director and the individual instructors, students may take up to five undergraduate courses for graduate credit, with the understanding that research papers submitted in such courses meet a standard commensurate with those prepared for graduate seminars.

In addition to regularly offered seminars and classes, students may arrange one independent study (ARTH 595/596) by submitting petitions to the Director describing the substance of their projects and the nature of the work they will submit for evaluation. The petitions must be co-signed in advance by both the student and their faculty supervisor.

Of the minimum requirement of twelve courses, the combined number of independent studies and undergraduate courses applied to the degree may not exceed five.

## **The Qualifying Paper**

The Qualifying Paper is a substantially revised piece of academic writing produced in coursework at Williams in one of the previous three semesters, expanded and refined over the second Winter Study term and a portion of the fourth semester. Students submit the topic of the Qualifying Paper in writing by the final day of exams of their third semester. Before this, students must obtain their original faculty supervisor's agreement to be engaged in the Qualifying Paper process.

Three weeks prior to the Friday before Spring Break, students submit the final draft of their Qualifying Paper, including illustrations, to three faculty readers (generally the original faculty supervisor, the Director, and the Associate Director). Qualifying Papers should not exceed 8,000 words, including footnotes and bibliography.

Before Spring Break, students meet with their three readers to receive critical comments on the final QP and discuss its transformation into a twenty-minute presentation.

## **The Graduate Symposium**

All second-year students speak in the Symposium, presenting twenty-minute talks developed from their Qualifying Papers. Each student has an ad hoc committee to give advice in preparing these presentations (ad hoc committees comprise the Director, the Associate Director, one additional faculty mentor, one first-year graduate student, and one second-year graduate student). Preparations include at least three practice sessions for each student. Speakers present the first and third of these run-throughs to the ad hoc committee, the second to the other second-year students in a workshop scheduled by the Director. The Graduate Symposium is scheduled for the Friday immediately preceding Commencement.

## **Languages**

The Graduate Program's degree requires A2-level proficiency in one language other than English (or two college-level classes or equivalent) in a language of scholarly and academic relevance to the student's art-historical interests. This requirement can be fulfilled by college-level language coursework prior to matriculating at Williams, by language coursework at Williams College, by summer language study, or by other methods (such as language exposure at home). The requirement represents the minimum for graduation; the program supports and strongly encourages proficiency in multiple languages. Beyond the required languages, a maximum number of two additional language courses may be applied to the degree. Such additional language work may not count towards the seven required graduate seminars. Additional language work may be taken for a letter grade, pass/fail, or audit, subject to instructor approval.

## **Grades and Academic Standing**

The Program uses the following grading system:

A+ = truly exceptional (4.33)

A = outstanding (4.00)

A- = excellent (3.67)

B+ = good (3.33)

B = satisfactory (3.00)

B- = barely adequate (2.67)

C = inadequate (0)

E = failing (0)

The Director reviews students' records at the end of their first year; those with GPAs of 3.00 or lower may be asked to withdraw from the Program.

Letter grades are used in all seminars except ARTH 507, 509, and 563. These and the Winter Study courses (ARTH 51 and 52) are Pass/Fail.

Course instructors set the deadlines for coursework. If students seek and receive extensions that result in semester grades of Incomplete, they must hand in their work by the instructor's revised deadline, which will be no later than the second Monday of the next semester's classes. Extensions beyond this date will be solely at the discretion of the Director (in consultation with the instructor).

Students who withdraw from the Program may, after a period of at least one year, petition to the Director for re-admission. Such a petition must include evidence that deficiencies have been remedied and that the student is capable of completing the course of study without further interruption.

The M.A. requirements are designed for completion in two consecutive academic years in residence. There is no credit for coursework done prior to matriculation in the Program. The Program is full time, requires students to live in Williamstown or its vicinity, and does not normally admit students on a part-time basis.

## **ARTH 500 (F) Clark Visiting Professor Seminar: Blackness and Abstraction**

**Cross-listings:** ARTH 500 ARTH 400

### **Primary Cross-listing**

This seminar sets out to investigate the multiple meanings of blackness--as racial identity, perceptual phenomenon, sociocultural tradition, philosophical limit-condition--in modern and contemporary abstraction. Taking a thematic approach that begins with African American artists in the 1950s and expands to Caribbean, Black British, and African artists from the 1960s onward, we examine tensions between formalist and contextualist approaches to practices that challenged narrow notions of "black art" while also questioning canonical values of "universality." With identity as a significant factor in the institutional conditions surrounding the exhibition and reception of black artists, we grapple with the theoretical limitations of current scholarship with regards to Black Atlantic models of diaspora that foreground cross-cultural questions of hybridity and syncretism across the post-Civil Rights era and postcolonial experiences of globalization. Vernacular practices further broaden the scope of inquiry, which will weigh up the interdisciplinary insights contemporary curators have introduced to debates on the aesthetics and politics of black abstraction that alter the way we understand the entire narrative of modernism and modernity.

**Requirements/Evaluation:** writing assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students get preference; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 500 (D1) ARTH 400 (D1)

Fall 2022

SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

## **ARTH 501 (S) Museums: History and Practice**

**Cross-listings:** LEAD 301 ARTH 501 ARTH 401

### **Primary Cross-listing**

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals are embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the United States, face internal and external pressure to "decolonize" as they attempt to alter their canon. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, seminar participants will hear how museum leaders are dealing with challenges to current practice through weekly zoom sessions. Participants will also ponder how future museums might strive to balance the institution's traditional scholarly and artistic role with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment; doing so while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

**Enrollment Limit:** 10

**Enrollment Preferences:** graduate students, then senior art history majors, then other undergraduates

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the seminar requirement for the undergraduate Art History major

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)

**Attributes:** AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2023

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

### **ARTH 503 (S) Clark Visiting Professor Seminar: Afro-Cosmopolitans 1935-1955**

**Cross-listings:** ARTH 503 ARTH 403

#### **Primary Cross-listing**

Black modernism became a transnational formation during the 1940s in an era of anticolonial upheaval that witnessed the demise of the imperial world order. Reframing the midcentury period, which is often seen as a mere transition from Social Realism to Abstract Expressionism, we delve into the aesthetic innovations of African American, Caribbean, and African artists whose critical positionality on the politics of race aligned with the intellectual outlook of the Black Radical Tradition expressed by such thinkers as W.E.B DuBois and Richard Wright. As we track the choices by which Romare Bearden, Jacob Lawrence, Elizabeth Catlett and others challenged the category of "folk art" in the Depression era, we explore how the vernacular Africanisms that Zora Neale Hurston and Katherine Dunham discovered in West Indian religions resonated with the cross-cultural concerns of Wifredo Lam in Cuba and Edna Manley in Jamaica. With Pierre Verger's photographs of Afro-Brazilian rituals adding to our scope of inquiry, the seminar seeks to assemble a synthesis of interpretive approaches toward a deeper understanding of the abstraction produced by Ernest Mancoba in South Africa and by Aubrey Williams in post-war London.

**Requirements/Evaluation:** research paper, class presentations

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** second-year graduate students, then first-year graduate students, then advanced undergraduate students; places for 8 undergraduate and 8 graduate students assured

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 503 (D1) ARTH 403 (D1)

Spring 2023

SEM Section: 01 M 1:00 pm - 3:50 pm Kobena Mercer

### **ARTH 504 (F) Proseminar in Research and Method**

In this graduate Proseminar on Research and Method, we will read a number of texts that form the foundation of art history as a discipline, including the writings of Plato, Panofsky, Lessing, Heidegger, Wölfflin, and Barthes (among others). We will study these works against the grain, considering how art history is currently transforming under the fields of ecology, disability studies, queer theory, and radical black feminism. Students will work closely with the collections of the Clark to theorize how absences are integral to institutional histories, and we will think about how we can, as historians, responsibly address voices that have been removed from the canons of art history. This course considers not only central writings of art historical methodology but also the limits for decolonizing art history and the museum, as we will examine how the formation of the discipline depended upon absenting critical perspectives and voices.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 T 1:00 pm - 3:50 pm Caroline O. Fowler

**ARTH 506 (S) Expository Writing Workshop**

This writing seminar for graduate students in Art History will afford intensive full group discussions of writing skills and substantial one-on-one writing consultations. Group discussions will center on three kinds of texts: Writing about writing, published writing in the discipline of Art History, and student writing in progress. In six such discussions we will improve our vocabulary and method for discussing writing; we will learn to build better and more sophisticated sentences, paragraphs, and arguments; and we will practice anticipatory reading and writing in order to strengthen our control of both voice and structure. Each discussion will be supported with both exempla and exercises, and our watchword in all cases will be "revision." In one-on-one consultations (3-4 per person), I will offer tailored critique of each student's work, setting aside time as needed to troubleshoot sentences, paragraphs, or arguments together.

**Requirements/Evaluation:** class participation, participation in consultation meetings, writing assignments,

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 T 1:00 pm - 3:50 pm Ezra D. Feldman

**ARTH 507 (F)(S) Object Workshop**

Meeting for six sessions over the semester, this workshop is designed to introduce first-year graduate students to technical, material, and connoisseurial perspectives relevant to the study and analysis of art objects. We will draw on local collections and expertise for our case studies.

**Requirements/Evaluation:** participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** limited to and required of first-year students in the Graduate Program in the History of Art

**Expected Class Size:** 14

**Grading:** pass/fail option only

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TBA Emmelyn Butterfield-Rosen

Spring 2023

SEM Section: 01 TBA Marc Gotlieb

### **ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials**

In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artist's methods and techniques, and hone their observation and examination skills when working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks present during each session. Those who are planning careers involving work with cultural materials will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A multi-disciplinary group of teachers from the staff at the Williamstown Art Conservation Center (WACC) will conduct lectures, practicums, discussions on conservation research literature and visits to nearby art institutions. Sessions are held at The WACC in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course and attendance is required at all sessions in lieu of a final exam (each weighted at 25% of the final grade).

**Class Format:** slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

**Requirements/Evaluation:** attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Graduate Program students, then students in art history or studio art

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 6:30 pm - 8:30 pm Emmelyn Butterfield-Rosen

### **ARTH 509 (S) Graduate Symposium**

This course is designed to assist qualified fourth-semester graduate students in preparing a scholarly paper to be presented at the annual Graduate Symposium. Working closely with a student and faculty ad hoc advisory committee, each student will prepare a twenty-minute presentation based on the Qualifying Paper. Special emphasis is placed on the development of effective oral presentation skills.

**Class Format:** symposium

**Requirements/Evaluation:** each student will present three practice runs and a final oral presentation at the symposium

**Prerequisites:** successful completion and acceptance of the Qualifying Paper

**Enrollment Limit:** 16

**Enrollment Preferences:** all 2nd year grads

**Expected Class Size:** 12

**Grading:** pass/fail option only

**Unit Notes:** limited to and required of second-year students in the Graduate Program in the History of Art

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TBA Emmelyn Butterfield-Rosen

### **ARTH 512 (F) Why Look at Animals? Some Contemporary Positions**

This seminar, named for a 1977 essay by the art critic John Berger, considers a recent tendency in contemporary art to see nonhuman animals less as objects for human delectation-to be owned, eaten, or symbolized with-than as subjects, endowed with specific forms of intelligence, agency, and/or cross-species kinship. We will take as case studies the work of artists such as Francis Alÿs, Xu Bing, Sue Coe, Coco Fusco, Pierre Huyghe, Jochen

Lempert, Chris Marker, and Lin May Saeed, among others. Readings will come in part from the rapidly growing, multidisciplinary field of animal studies. In the process, we will consider concepts such as animacy; animal ethics; animalization; the anthropocene; biopolitics; and posthumanism. This seminar anticipates two exhibitions concerning animals at the Clark in Summer 2020.

**Requirements/Evaluation:** active class participation, presentations, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** MA students, then advanced Art History undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 513 (S) Contours of Abstraction in Modern and Contemporary Art**

Abstraction, be it gestural or geometrical, was a protagonist of global modernisms and continues to be a powerful visual language in contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, revolutionary politics, appropriation, as well as racial, feminist, and queer critique. We will delve deeply into abstraction in global modern and contemporary art through myriad primary documents and theoretical frameworks so as to revise and expand its canonical contours and cartographies.

**Requirements/Evaluation:** Weekly presentations, response papers, final 20-page research paper

**Prerequisites:** Students at the undergraduate level must be seniors and Art History majors

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History MA students and undergraduate Art History seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 519 (S) Architectural Theory and Modernity, 1750-1968**

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but no longer. Why is that? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 15- to 20-page seminar paper, based on comments and discussion following a classroom presentation.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 521 (S) Islam and the Image in Indian Painting, c.1450-c.1750**

This seminar will explore Indian painting made for Muslim patrons from the medieval period to the early modern era. The course considers how paintings produced for an elite Indo-Muslim audience can be situated within the frameworks of "Islamic art," a loaded historiographical term that has been questioned in recent times. The seminar will also address some of the major problems that continue to haunt Indian art scholarship. For most of its history, the academic study of Indian painting has seldom considered contemporaneous literary voices that shed light on the motivations behind artworks. Furthermore, the historiography, deeply entrenched in its colonial and orientalist roots, has largely isolated images from their supporting texts—a curious oversight in light of the fact that miniature painting is primarily an art of the book. These biases have affected the way museums have collected, displayed and interpreted miniature paintings. Western museums continue to place paintings made for books and albums in their "South Asian" collections while textual manuscripts and calligraphic specimens made for the same Muslim audiences—even at times bound in the same albums—are categorized as "Islamic art." What does this isolation of text from image imply about prevailing views of Islamic art? In order to understand the various intended functions of miniature painting and its possible role as an "Islamic" art, the seminar will explore ways to conceptually reintegrate images and texts belonging to key manuscripts and albums that were dispersed during the colonial and post-colonial periods. To better understand the cultural, historical and religious context surrounding artworks students will read primary literature ranging from autobiography to devotional poetry, often written by the very patrons and subjects of the paintings to be discussed.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 523 (S) Heaven's Gate: The Romanesque Sculpted Portal and the Creation of Sacred Space Through Art**

**Cross-listings:** ARTH 523 ARTH 424

Secondary Cross-listing

During the course of the eleventh century, the designers of European churches fashioned a new architectural language that we now label "Romanesque." One of the most innovative and dramatic aspects of this new language was its assimilation of monumental sculpture, absent in Europe since the fifth century. The focus of attention in this regard was the portal, which marked the threshold between the profane realm of the outside world and the sacred space of the church. Often characterized as the "marquee of the Middle Ages," the Romanesque sculpted portal, with its startling juxtaposition of the spiritual and the physical, of ecstatic visions of the heavenly realm and writhing, biting monsters, constitutes one of the true high-points of creativity in medieval art. Through the lens of modern scholarship, this seminar will investigate the antecedents and origins of the Romanesque sculpted portal and examine in detail its most renowned manifestations. Emphasis will be placed on understanding these often complex sculptural schemes within their original functional and material contexts, especially in terms of how they helped to create the sacred space of the church behind. Students will then have the opportunity to develop their own research projects, informed by what we have learned in the seminar, but focused on an example of sacred threshold art of their own choosing.

**Requirements/Evaluation:** class discussion/participation, oral presentation, and a 15- to 20-page research paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Art majors and graduate students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 523 (D1) ARTH 424 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

## **ARTH 525 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

### **Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

## **ARTH 527 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**

**Cross-listings:** ARTH 527 ECON 227 ARTH 327

### **Secondary Cross-listing**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

**Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

**Prerequisites:** ECON 110 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

Not offered current academic year

### **ARTH 532 (F) Creative Life: The Visual Economy of Work**

This course is a seminar on life and work focusing on methodologies of production--art, creative writing, history, theory, and criticism. With an initial focus on the pivotal period from the invention of photography until the onset of World War II, the course will examine the economy of work within modern visual culture. What were the considerations at stake in capturing the "facts" of industrial production? We will examine historical definitions of work, and practices and activities from life that have typically qualified or have the potential to qualify as work (in addition to critiques of these equivalencies). The latter half of the course will be driven by considerations of these themes in relation to student and workers movements of 1968, and contemporary forms of globalization and pluralist subjectivities. One related concern will be the consideration of intersubjective relations--professional and personal partnerships, friendships, and networks--which not only influence the trajectory of one's life, but also the research one chooses to undertake. With the awareness that a range of drives and investments inhabit one's production, participants will be asked to reflect upon their own working practices as a means of critically engaging the affective relations governing artistic and intellectual labor. There will be an emphasis on cross-disciplinary ideas and influences--ranging from art history, film and media studies, the history of science, literature, and political history as a means of integrating theoretical approaches with a range of materials, including photography, cinema, illustrated magazines, advertisements, archives, world exhibitions, and product showrooms.

**Requirements/Evaluation:** Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then undergraduate art history majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 536 (S) Charles and Maurice Prendergrast in WCMA Collections**

This seminar will investigate the careers of Maurice and Charles Prendergast, who occupy curious positions in American art. Students will work closely with the art and archival collections of the Prendergasts at WCMA, which is the largest repository of their work in the world. Maurice's Post-Impressionism placed him at the forefront of American modernism in the first decades of the twentieth century, culminating with his inclusion in the infamous Armory Show of 1913. Charles, a leading frame maker before adapting techniques of his craft to create incised panels, intersects with the Arts & Crafts Movement, Symbolism, and vernacular material culture. While the brothers are firmly canonical, they are often regarded as isolated from major formal and iconographic concerns of their peers. Scholarship, much of it produced at WCMA, has often focused on their subject matter. Participants in this class will consider new material and theoretical approaches to the brothers' work that may (or may not) prove productive in resituating their place in American art.

**Requirements/Evaluation:** class participation and writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced art history undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 537 (F) HIV + AIDS in Film and Video (DPE) (WS)**

Spanning activist works, experimental film, Hollywood dramas and documentary, this course examines the role of moving images in the global AIDS crisis, its aftermath, and its ongoing aftershocks. The AIDS crisis of the 1980s and 1990s was, in the words of Larry Kramer, a 'plague' of epic proportions, with an entire generation obliterated before it could reach maturity. And yet, the plague years also spawned a remarkable amount of creative and activist image-making aimed at fighting, mourning, and grappling with AIDS. Now, we find ourselves in another pivotal moment: while the past decade has provoked a new wave of AIDS historiography, the COVID-19 pandemic has caused AIDS to reverberate with even greater force. Together, we will ask difficult and probing questions about this phenomenon called the 'AIDS epidemic,' examining the role of art in frontline activism, the ethics of AIDS historiography, mainstream visions of the AIDS body, and the need for a diversity of AIDS narratives. This seminar-style course will combine weekly screenings with readings, short writing assignments, student-led discussion, and a final research project of the student's design. In order to facilitate robust discussions and maximize student and faculty safety, the majority of this course will occur online. It will contain some in-person experiences when possible.

**Class Format:** This course will be largely conducted online, in order to facilitate robust discussions and maximize student and faculty safety. It will contain some in-person experiences when possible.

**Requirements/Evaluation:** Students will be evaluated according to the following criteria: weekly attendance, readings and participation in seminar discussion; leading class discussion once during the semester; 3 short response papers; one paper of 20+ pages of original student research.

**Prerequisites:** MA student, Art History or Studio Art major, or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** MA students first, followed by Art History and Studio Art majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be required to conduct regular writing assignments which will culminate in a graduate-level research paper.

**Difference, Power, and Equity Notes:** This course explores an epidemic that had devastating effects on LGBTQ+ people, and has disproportionately affected communities of color. Questions of difference, power, and equity are absolutely central to the course.

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

**ARTH 538 (F) Realms of Earth and Sky: Indian Painting, ca. 600-1857 (WS)**

On the basis of technique, Indian painting forms a continuum from the beginning of the first millennium down to the mid-nineteenth century: an outline in ink filled with flat, opaque colors which are burnished between each layer to give them opacity. In its media, its subject matter, regional variation, range of patronage, and artistic virtuosity, it displays startling diversity. From the northern Himalayan hills to Mysore in the south, artists, often working in family workshops for royalty, priests and wealthy merchants, have adorned caves and temples, illustrated books, and created lavish albums with themes ranging from the sacred to the secular. The study of Indian painting itself is a vast, evolving body of literature that continues to oscillate between discussions of artistic style and a concentration on content and context. The aim of this seminar is twofold: to outline the development of Indian painting historically; and to understand the political, social and religious circumstances that produced some of the greatest masterworks in Indian art. How was Indian painting used? Who were the patrons? How does the art form reflect the particular cultural values of its time? As an analytic framework, the seminar will consider Indian miniature painting both in light of primary literary sources as well as through current scholarship.

**Requirements/Evaluation:** Class participation. Short weekly responses. Final 15- to 20-page paper to be developed with the instructor throughout the semester.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 19

**Enrollment Preferences:** graduate students, undergraduate art majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will submit short written assignments weekly. They will also be required to submit a final paper which they will develop throughout the semester. Students will receive comments and suggestions from the instructor on their writing skills.

Not offered current academic year

#### **ARTH 540 (F) In Vinculus Invictus: Portraits in Prison**

Among all the portraits produced during the modern period, some have been painted or, more recently, photographed in prison. Portraits in prison exist at a crossroad of politics, law, and identity; they offer a great opportunity to think about art and society. Artists themselves have made self-portraits during their own imprisonments, or sometimes a portrait of one of their fellow prisoners. More often it was the prisoners or their relatives who commissioned an artistic record of their detention. The idea of commemorating such a moment, or to evoke it as a claim to fame, seems surprising at best, outrageous and provocative at worst. But there has been, since the 16th century, an enduring tradition of portraiture in prison with its masterpieces and its pantheon, a tradition that fits into the wider pictorial attention to the prison itself. With the French Revolution, the nature of prison changed. It became a tragic symbol of political "debates." Within a few years, a terrifying series of portraits appeared that would nurture Western political thought and visual culture until now. Since the 18th century, these portraits have become more concerned with ideas that stretch beyond the individual and into the realm of social justice, mass incarceration, and the prison-industrialization complex.

**Requirements/Evaluation:** oral and written assignments

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then upper level undergraduate Art History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 543 (F) Color, High and Low**

Why should color in prints be controversial? For most of the nineteenth century-even as technical advances encouraged a flowering of color in woodcut, intaglio, and especially lithographic production-entrenched voices in the art establishment continued to insist on printmaking as an art of black and white. Drawing upon a wide variety of examples from the Clark's collection, this course will explore the range of associations that attached to color prints, along a broad spectrum from highbrow preciousness and subtlety to lowbrow commercialism and bad taste. Color lithography was a particular lightning rod for controversy: although chromatic experiments in this medium enabled striking aesthetic innovations, the extreme complexity of the process also meant that the designer of a print became farther and farther removed from its actual production. This was just as true for the delicate and exquisite suites produced in limited editions by Pierre Bonnard, Edouard Vuillard, and Maurice Denis as it was for the large-scale, brightly-colored lithographic posters of Jules Chéret and Henri de Toulouse-Lautrec, used to advertise popular urban entertainments. Alongside the close examination of original works of art, a set of critical and theoretical readings will help us navigate the paradoxes of printed color. Apart from the standard requirements, including a research paper and class presentation, students will have an option to participate in a summer 2020 exhibition based on the course findings. This course will take place in the Manton Study Center for Works on Paper at the Clark.

**Requirements/Evaluation:** class participation and writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 545 Architectural Theory in Crisis**

Why do buildings need words, or do they? For most of the world and most of history, buildings are made without the benefit of formal architectural thought. But at various times, ideas about the aesthetics of buildings, their cultural and philosophical meaning, and their underlying principles, have

been matters of great public interest. And architectural theory--in the form of treatises, manifestos, and critical reviews--has exercised an enormous effect on building. This theory can be prescriptive, presenting categorical rules for making good buildings; it can be descriptive, looking at how buildings perform in the real world; and it can be radical, seeking to change the essence and definition of architecture. Theory seemed very important to architects twenty years ago, but that is not the case today. Why? We will investigate. Students will give short presentations on key theorists, such as Vitruvius, Alberti, Palladio, Laugier, Boullée, A. W. N. Pugin, Viollet-le-Duc, Gottfried Semper, Le Corbusier, and Robert Venturi. The semester will conclude with a 20-page seminar paper, based on comments and discussion following a classroom presentation.

**Class Format:** presentations

**Requirements/Evaluation:** several short presentations and a final 30-minute presentation, to be followed by a 20-page paper

**Prerequisites:** permission of instructor

**Enrollment Limit:** 11

**Enrollment Preferences:** Graduate students

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **ARTH 546 (F) *Texere: The Material Philosophy of Print and Textile, ca. 1500-1900***

It is a commonplace in the literature on textiles that the words for both text and textile derive from the Latin *texere*: to weave. As this etymological root indicates, the action of making cloth provides the metaphoric structure by which we conceive of language from the threading of thought to the weaving of prose and poetry. In the recent theoretical writings of Tim Ingold, among others, the processes of weaving-textility-offer a model against which to conceive of the dominant hylomorphic conception of matter and form as a process of imprint. Instead, textiles illustrate a world that is created through forces in motion, never imprinting, but moving against and within one another. This seminar will use these questions as the starting point to examine the interaction between printed matter (embodying a hylomorphic process) and textile (a material challenge to hylomorphism). The Clark Art Library contains a preeminent collection of textile material, and this seminar will dive into the Mary Ann Beinecke collection to examine histories of gender and labor, figuration and ornament, mobility and place, and finally, form and matter. The case studies will range from sixteenth-century needlepoint model books to twentieth-century kimono design.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 547 (F) *The Studio, The Bedroom, & the Tomb: Artists and Artistic Biographies in the 19th Century&Beyond***

How was the vocation of the artist thematized in the European cultural imagination in the Romantic age and its aftermath? Even more, how did artists themselves articulate, experience, and reproduce that sense of vocation?--What were its mythologies and poetics, at once as they were circulated in visual culture, but also as they were lived, experienced, and reproduced by artists themselves? We will explore such question across three historically, psychologically, and tropologically configured "sites": the artist's studio, the artist's desire, and the artist's death. Readings by Freud, Balzac, Kris and Kurtz, along with scholarship largely centered on the visual arts of the 18th and 19th centuries. With instructor permission, students may undertake research projects in any field of the history of art.

**Requirements/Evaluation:** presentations, research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** graduate students, then advanced Art History major undergrads

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 548 (S) Landscape, Theory, Ideology**

To use the term "landscape" is to imply and assume a subject position. Unlike the categories of "nature," "wilderness," "vista," or "ecology," a landscape is something invented and experienced (or observed, or represented, or cultivated) solely by human agents. The term "landscape" is variously deployed in the service of a range of political and philosophical positions. This seminar explores "landscape" as a fruitful agitation in critical theory and aesthetic discourse over the past thirty years. The course will interact with the artists and photographic works on view in the exhibition, Landmarks, a 150-year survey of landscape photography in WCMA's collection. We will examine i) how landscape as medium and as genre moves from literature to painting to photography; ii) how to read and employ contemporary theory in the service of artwork from bygone eras; and iii) we will ask who exercises the agency and privilege to name, to invent, to denote a space or a view as worthy of sight.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then advanced art history undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 549 (F) Art, Biology, Beauty**

This interdisciplinary seminar is offered in conjunction with the upcoming RAP Colloquium scheduled for March 2020, "Beauty, Sexuality, Selection: Darwinian Revolutions in Aesthetics." (Seminar participants will be expected to attend.) Our theme will be Charles Darwin's controversial theory of "sexual selection" as both a historical idea of aesthetic response and beauty, and as a theoretical concept that is back in play in current evolutionary thinking. Readings will be drawn from ancient philosophy, current science, art history, the history of science, and other fields, to engage the following questions: how did the existence of difference in the organic world--gender difference broadly but also more specifically racial difference in the human species--motivate Darwin's theory of an "aesthetic evolution" driven by animal and human perception of visual beauty? How did philosophical aesthetics contribute to Darwin's biological theory of beauty, and how did Darwin's biological theory of beauty unsettle the discipline of philosophical aesthetics? In which ways did the arts and visual cultures of Europe and elsewhere shape Darwin's aesthetic assumptions? How did, and how does, the concept of sexual selection destabilize the concept of "art" as a human cultural activity? How might "sexual selection" complicate historical and current delineations drawn between nature and culture, between the innate and the arbitrary?

**Requirements/Evaluation:** seminar participation, presentations, research paper

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced Art History major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 550 (S) The History, Theory, and Problem of Connoisseurship**

The museum and market have long relied upon the "talent" of a chosen few "connoisseurs," whose abilities (i.e. "the expert eye")-shrouded in mythology and vaguery-have profoundly influenced the interpretation of objects. This seminar will interrogate the problematic construct of connoisseurship in the market (Duveen), in the museum (Pope-Hennessy), and in the academy (Berenson). Through readings about the history and theory of the practice from the sixteenth century to the modern day, we will reassess the meaning, and validity, of connoisseurship in visual culture. And, through conversations about authorship, working methods, and artistic intent, we will question what we learn from close looking. This seminar will

include case studies using objects in the Clark's permanent collection, focusing on in-depth discussions of materials, techniques, attribution, quality, and the burgeoning field of conservation science. Students will be asked to conduct their own rigorous object-based research.

**Requirements/Evaluation:** class participation, writing assignments

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** MA students, then advanced art history major undergraduates

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 552 (F) Art and Enlightenment in Europe**

**Cross-listings:** ARTH 552 ARTH 242

Secondary Cross-listing

This lecture course traces the emergence of new modes of art- and image-making during two momentous centuries of European history that established the paradoxical foundations of our modern world. In this period, modern democracy was founded and determined by exploitative labor, the extraction of natural resources, and the rise of the trans-Atlantic slave trade. Over two centuries from the founding of the French Academy in 1648 to the 1839 invention of photography, this course traces these tensions in art and intellectual thought, examining beauty and the sublime, rationality and madness, personhood and enslavement, natural history and extraction, democracy and tyranny. Often defined in terms of the "Enlightenment," this intellectual and artistic period engaged with freedom of religious thought, scientific experiment, and a belief that humanity was guided by reason and rationality. Yet these same discourses also laid the foundation for the invention of race, nationalism, and the expansion of European colonialism. Isolating a series of pivotal moments and emblematic figures in visual culture of this period, this course asks students to consider how art was implicated in Enlightenment, and, in turn, how Enlightenment was implicated in both newly liberatory and newly oppressive concepts of subjectivity and personhood. Particular emphasis will be placed on the history of science, and, relatedly, on the increasing global circulation of ideas, people, and goods. Artists in our purview include well-known figures like Velázquez, Rembrandt, Watteau, Hogarth, Goya, and Blake, as well as makers until recently left out of the art-historical canon, such as the Frankfurt-born botanical illustrator Maria Sibylla Merian, the Polynesian navigator and draftsman Tupaia, and the Guadeloupean neoclassical painter Guillaume Guillon-Lethière, the subject of a major upcoming exhibition at the Clark Art Institute. Designed for students with no prior experience studying art history, the course will work directly from objects in local collections, prioritizing methods of close looking and formal analysis. At the same time, the questions and methods of our inquiry will be fundamentally interdisciplinary. Readings will emphasize primary sources and recent scholarship. A separate discussion section will be offered for MA students.

**Requirements/Evaluation:** midterm exam; final exam; visual analysis paper (3 pages); final paper (10 pages)

**Prerequisites:** none

**Enrollment Limit:** 50

**Enrollment Preferences:** art history majors

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 552 (D1) ARTH 242 (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Emmelyn Butterfield-Rosen, Caroline O. Fowler

### **ARTH 553 (F) New Ecologies in Contemporary Art**

This seminar will consider a range of current artistic approaches to environmental questions, especially through the relational, systemic terms implied by ecology. As scholars have argued, where "nature" connotes that which is monolithic, ahistorical, and apart from humans, ecology reveals a situated

and specific web of relationships, interdependencies, and power in which we are all implicated. Our seminar will pay particular attention to intersectional practices that acknowledge the ways extraction, exploitation, and dispossession have produced the environmental crises of the present, which also affect the most vulnerable and least responsible--both human and nonhuman--with greatest force. In addition to studying the work of emerging and established artists, we will read texts by the academics and activists with whom they are in dialogue, and welcome some of them as guests to our class. This seminar anticipates a group show on the subject at the Clark in summer 2023.

**Requirements/Evaluation:** seminar presentations; research paper (approximately 20pp)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students first, then art history majors; By application if over-enrolled

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 T 10:00 am - 12:50 pm Robert Wiesenberger

### **ARTH 559 (F) Photographing City Life: Diane Arbus/James Van Der Zee**

Diane Arbus and James Vander Zee in Manhattan. In this seminar we will discuss two photographers of city life: Diane Arbus (1923--1971) and James Van Der Zee (1886--1983). So doing, we will also observe how life in New York changed during their years of great productivity. In the first part of the course, "Diane Arbus in Manhattan," we will talk about Arbus' relationship to New York--the city of her birth. For most of her career, Arbus worked in Manhattan; indeed, one could think of the city as another character in her work. Arbus' relationship to myth--to storytelling--was profound. A great reader throughout her life, she was drawn to those writers who saw cities as very individualized places. In addition to looking at Arbus' photographs of life in Manhattan in the nineteen fifties, sixties, and in 1970, we will read her published letters, and those authors who inspired her with their artistry, and fascination with myth, including Borges, and Kafka. In the second part of the course, "James Van Der Zee and the Black Village," we will discuss the great Black photographer whose archives were just purchased by the Metropolitan Museum of Art (where Arbus' archives are as well). Born in Lenox, Massachusetts, Van Der Zee settled in Harlem in 1916; there, he opened a photography studio where he became known for his portraits of Black life as it was lived uptown. Admired by Arbus and others, Van Der Zee's interest in and commitment to his community extended to all aspects of Harlem life, including death. To support our discussions of Van Der Zee's Black village, we will read modernist classics, including Jean Toomer's "Cane," and Toni Morrison's "Jazz" that deal specifically with village life. Please note that seminar meetings will be held biweekly on 9/8, 9/29, 10/13, 10/20, 11/3, 11/17. The seminar will include several mandatory viewing excursions outside Williamstown. The dates of these excursions are TBD, but will be restricted to Fridays or weekends. Professor Als will hold office hours following the seminar at hours TBD. Application may apply.

**Requirements/Evaluation:** Class participation, graded writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Grad students only. Application may be required.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 R 1:00 pm - 3:50 pm Hilton Als

### **ARTH 560 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

[Secondary Cross-listing](#)

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

**Primary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or

Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to cd10@williams.edu.

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

**ARTH 562 (F) Art of California: Pacific Standard Time (DPE) (WS)**

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

### **ARTH 563 (F)(S) Contemporary Curatorial Workshop**

Bi-weekly seminar for graduate art history students to engage in discourse around contemporary curatorial practice with professionals in the field. Guest curators discuss their work and methodology and students who are working on contemporary curatorial projects have the opportunity to workshop their ideas with their peers and guests. Under the direction of the chair, students will present projects, host local and visiting curators, travel to visit exhibitions regionally and in NY or Boston as the schedule allows, and explore key topics in modern and contemporary art and curatorial practice.

**Class Format:** workshop, meets all year

**Requirements/Evaluation:** no requirements except participation and attendance

**Prerequisites:** graduate art students

**Enrollment Limit:** 25

**Enrollment Preferences:** only open to graduate students

**Expected Class Size:** 25

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

Spring 2023

SEM Section: 01 W 4:00 pm - 6:00 pm Lisa B. Dorin, Robert Wiesenberger

### **ARTH 569 (F) Gérôme**

This course explores work and career of Jean-Léon Gérôme (1824-1904), perhaps the most renowned, popular, and influential artist of the later nineteenth century. With commercial and artistic relationships that spread his influence across the globe, Gérôme has come to seem very much like a highly successful contemporary artist, specifically with regard to his place in an international art world that married elite institutional practices to new technologies of reproduction, marketing techniques, and other instruments of modern mass culture. Gérôme's fame was short lived, however. In the wake of the Modernist revolution on the one hand, and Post-Colonial critique on the other, no discussion of the artist can avoid wrestling with complaints that have left him thoroughly diminished--though less forgotten than scorned. Not only did his art, as it seemed, help perpetrate a gigantic aesthetic error, it blundered onto ethically compromising terrain. Today Gérôme stands as Exhibit A in wide-ranging critique of Orientalism's ideological work. The course will interrogate the Modernist and Post-Colonial complaints against Gérôme in detail, even as it also explores his art from a range of other perspectives, many developed very recently. Topics include Gérôme's relationship to photography, to Orientalism and animal studies, to the cinema, to polychrome sculpture, his approach to historical narrative, and well as his voyeurism and other other manipulations of viewer experience so critical to his art. The seminar will engage the Clark's important collection of Gérôme paintings, and also travel to the Walters Art Gallery in Baltimore, conditions permitting. Students may prepare papers on any aspect of global late-nineteenth-century "academic" or "official" art that was informed by Gérôme's example.

**Requirements/Evaluation:** class participation, presentations in seminar, research paper (approximately 20 pp)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then art history majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 570 (S) Image-making, Orientalism and Visual Culture**

Images enjoy extraordinary power in the spaces between self and other, human and divine. They play myriad roles--witness, surrogate, instigator, supplicant--and travel freely across political, religious and cultural boundaries. They are also subject to reproduction, alteration and destruction as disparate visual cultures interact and globalizing processes ensue. This course will focus on various regions--;e.g. United States, France, Turkey, and the Perso-Islamic sphere--and the images that factor in the intervening spaces, from 1800 to the present. We will begin with the theme of self-fashioning and the peculiar nature of portraiture. Thereafter, the entanglement of religious beliefs and visual traditions will broaden our inquiry, leading us to contested dynamics like iconoclasm and aniconism, and reductionist types like veiled women and pious men. Along the way, proliferating and palimpsestic forms of Orientalism will oblige us to consider the very concept of global visual culture. Students will submit weekly GLOW posts to foster class discussion and undertake a major research project over the course of the semester.

**Requirements/Evaluation:** Class participation, weekly oral presentations, 15-20 page term research project.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Graduate students

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 576 (F) Paper, Process, Practice**

Works on paper, particularly multiples, confound many of the received ideas around artistic invention and originality. This course will address the varied functions of printmaking in Europe over four centuries (1500-1900), giving special attention to the following questions: What is the relationship between prints and other artistic media? How do the material constraints involved in printmaking lead to a particular set of practices, and how in turn do those marry with technological advances to produce new aesthetic possibilities? To what extent did Old Masters such as Dürer and Rembrandt define the terms for later printmakers, and how did their example enable and/or discourage innovation in printed subject matter and style? What was the role of prints in creating both new forums for public discourse and new collecting publics? Arranged thematically rather than chronologically, this course will cover a wide array of printmakers and types of printed media.

**Requirements/Evaluation:** class participation, class presentation, research paper

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art history MA students, then advanced undergraduates

**Expected Class Size:** 16

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 578 (F) The Idea and Materiality of Medieval and Early Modern European Books**

How did medieval and Renaissance "books" work, when the codex was only one form of the book, which continually evolved, and when they weren't only used for reading? This course will explore the book as object and the book as concept. Drawing on the collection of manuscripts, incunables, and later printed books at WCMA, Chapin, and surrounding university museums, the course will consider how the forms and materiality of books could have affected readers' reception and perceptions, and in turn, how religious, cultural, political, and economical forces shape their format, decoration, and paratext. While it will primarily deal with Western books, we will also consider early ones from around the world. Students will have the opportunity to engage with Embodied Words: Reading in Medieval Christian Culture, contribute to the exhibition's StoryMaps on medieval reading, and develop some codicological skills. Coming to the study of the book from the theory of thingness and cognitive linguistics, we will study our changing uses and relationships with and to books as instruments of doctrine and devotion, power and identity.

**Requirements/Evaluation:** class presentation; research paper (20pp); other assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then advanced art history undergrad majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

SEM Section: 01 W 10:00 am - 12:50 pm Elizabeth M. Sandoval

### **ARTH 580 (S) Picturing God in the Middle Ages**

**ARTH 5-- Spring 2022 Peter Low** How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention as well to the materiality, experience, and manifold audiences of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the tensions manifest in or evoked by this art, including picture vs. text, symbolism vs. mimesis, and asceticism vs. splendor; the impact of the Roman cult of the emperor and of images of the pagan deities on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about the relationship between spiritual and physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to the Eucharist and other aspects of Christian ritual; the role of the senses beyond vision in engaging with sacred art especially in the later Middle Ages; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of God of their choosing, from any place and any time, in light of what we have considered together in the seminar.

**Requirements/Evaluation:** Evaluation will be based on class participation, oral presentations, and a final research paper (15-25 pages).

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then senior art history majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 581 Creative Life: The Visual Economy of Work**

This course is a seminar on life and work focusing on methodologies of production--art, creative writing, history, theory, and criticism. With an initial focus on the pivotal period from the invention of photography until the onset of World War II, the course will examine the economy of work within modern visual culture. What were the considerations at stake in capturing the "facts" of industrial production? We will examine historical definitions of work, and practices and activities from life that have typically qualified or have the potential to qualify as work (in addition to critiques of these equivalencies). The latter half of the course will be driven by considerations of these themes in relation to student and workers movements of 1968, and contemporary forms of globalization and pluralist subjectivities. One related concern will be the consideration of intersubjective relations--professional and personal partnerships, friendships, and networks--which not only influence the trajectory of one's life, but also the research one chooses to undertake. With the awareness that a range of drives and investments inhabit one's production, participants will be asked to reflect upon their own working practices as a means of critically engaging the affective relations governing artistic and intellectual labor. There will be an emphasis on cross-disciplinary ideas and influences--ranging from art history, film and media studies, the history of science, literature, and political history as a means of integrating theoretical approaches with a range of materials, including photography, cinema, illustrated magazines, advertisements, archives, world exhibitions, and product showrooms.

**Requirements/Evaluation:** Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then art history majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **ARTH 582 (F) On Race, Art, and Property**

In her seminal article "Whiteness as Property," critical race theorist and professor Cheryl Harris contends that the legal system in the United States "has come to embody and legitimize benefits that accrue to citizens who are white." The legacy of our legal system, which has dehumanized people by rendering them as property and legalized the theft of land by colonizers from Native Americans, is not confined to the past, but has shaped our world and thrives within our present moment. How has this legacy and Harris' theory been explored in contemporary art? How might it allow us to revisit artworks and practices by canonical artists from alternative perspectives? This course aims to study aspects of this complicated history through a broad range of texts from legal and literary theory to art history to Black and Native American studies to more immediately authored texts published on social media platforms. Students are encouraged to think dexterously as we study works by Gordon Matta-Clark, Michael Heizer, Sondra Perry, Cameron Rowland, and Cauleen Smith--among others.

**Requirements/Evaluation:** presentations, writing assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over-enrolled, by application

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 583 (F) Graphic Content: Typography and the Book between Art and Design**

This seminar considers the entangled histories of fine art and graphic design by focusing on creative practices surrounding the letterform and the book form from 1900 to the present. We will study historical avant-garde movements active in publishing and making-public; the development of the graphic design discipline, in print and on screen; and logocentric artistic tendencies from concrete poetry and pop art to conceptualism and artists' books. We will also consider diverse literary practices, graphic visualization, and political agitation. The seminar will make use of the Clark library's outstanding collection of artists' books and the holdings of the Chapin library at Williams. We will welcome several guests, including art historians, artist-designers, designer-artists, editors, publishers, and bookmakers.

**Requirements/Evaluation:** class participation, class presentation, research paper/project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History MA students, then advanced undergraduates. Course will be by application if overenrolled.

**Expected Class Size:** 10

**Grading:** pass/fail option only

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Not offered current academic year

### **ARTH 586 (F) Japanese Popular Visual Culture**

**Cross-listings:** COMP 186 ARTH 586 ASIA 186 ARTH 286

Secondary Cross-listing

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material

examples of Japanese popular culture on display in the *Repro Japan* exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 186 (D1) ARTH 586 (D1) ASIA 186 (D1) ARTH 286 (D1)

Not offered current academic year

### **ARTH 588 (S) The Scene of Decapitation in European Art (1600-1900)**

From Goliath to Medusa, from Judith to Salome, from the invention of the guillotine to the mythology of the executioner under "Oriental despotism," the "scene" of decapitation has long stood as a central focus of European art, visual culture, and letters. This course examines that scene as an artistic, psychological, and intellectual problematic across painting, sculpture, and other media, with particular although not exclusive attention to the nineteenth-century. Although part and parcel of the larger spectacle of juridical punishment, the scene of decapitation arguably constitutes its own series, and for this reason has attracted numerous artists and a prestigious, multi-disciplinary literature. Artists include (but limited to) Caravaggio, Artemisia Gentileschi, Théodore Géricault, Gustave Moreau, and Henri Regnault. Readings by Freud, Kristeva, Bersani, and many others, including a large body of art historical literature. Weekly readings, discussion, oral presentation, and research paper on a relevant topic from 1600 to 1900.

**Requirements/Evaluation:** class presentation; research paper (approx 20pp)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then advanced art history major undergrads

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 R 1:00 pm - 3:50 pm Marc Gotlieb

### **ARTH 589 (S) Imitation, Copy, Reproduction**

Focusing primarily on European and American art before 1900, this course addresses the related categories of imitation, copy, and reproduction with particular attention to prints and other works of art on paper. We will consider the status of the multiple, the role of imitation in classical art theory and pedagogy, the motivations for (and protections against) different kinds of copying, the emergence of photomechanical processes, and the centrality of reproducible images to the art-historical enterprise, among other topics. The basis of our investigations will be works from the Clark's own collection, to be studied with a close eye to their medium and materiality. We will explore concepts of originality, fidelity, authenticity, and value in the light of critical and theoretical texts, while also examining the historical conditions that underlie distinct instances of image reproduction. This course will take place in the Manton Study Center for Works on Paper. Each session will offer direct engagement with works in the Clark's permanent collection. The course will also benefit from the exhibition *Promenades on Paper: French Eighteenth-Century Drawings from the Bibliothèque nationale de France*, which will be on view from December 17, 2022 through March 12, 2023 in the Clark Center.

**Requirements/Evaluation:** seminar presentation; research paper (approx 20pp)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA students, then advanced art history major undergrads

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 M 10:00 am - 12:50 pm Anne R. Leonard

### **ARTH 590 (S) Guillaume Lethière (1760-1832) and Caribbean Networks in France during the 18th and 19th centuries**

Born in the colony of Guadeloupe to a French father and a formerly enslaved woman, Guillaume Lethière (1760-1832) would become a key figure in the Neoclassical movement, a well-respected pedagogue with a sizeable workshop populated by notable students, an ambitious collector, director of the Académie de France in Rome from 1807 to 1816, a favorite artist of Lucien Bonaparte, and a member of the Institut de France. Despite his many accomplishments and sizeable corpus of paintings and drawings, Lethière has notably disappeared from the "canon" of art history. Such a lacunae begs many questions about the circles of sociability in which he traveled, the reception of Caribbean artists in France in the eighteenth and early nineteenth centuries, and the lack of widespread knowledge on these topics today. This seminar will be timed with the planning of a major monographic exhibition to take place at the Clark Art Institute in the summer of 2024, and students will work alongside the curators on various aspects of the exhibition's organization. The course will also provide an opportunity for close examination of objects in the Clark's permanent collection, including Lethière masterpiece *Brutus condemning his sons to death* (1788), as well an album of approximately one hundred drawings by the artist.

**Requirements/Evaluation:** class participation, presentations, research paper (approximately 20 pages)

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then art history major undergrads

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ARTH 591 (F) Borders/Walls: Liminality and Politics in Documentary Cinema**

Despite increased potentialities for mobility and exchange, borders and walls persist within contemporary culture. This research-based seminar examines where the foreclosure of these potentialities appears within global documentary cinema. It does so with the knowledge that walls have also played a significant role in cinema's ongoing reinvention. Auguste and Louis Lumière's first film featured not only the routine departure of the factory's workers at the end of the working day, but also the built structure of the factory wall separating spheres of labor and leisure. Examining the intersection of concrete reality with the moving image, this seminar considers the implications of these spaces of liminality for the possibilities or limitations of the cinematic medium. It considers the way these mental, physical, and geopolitical constructs emerge both theoretically and materially as spaces that are tangibly felt, negotiated, and experienced. Given that site-specific works, institutional and civic contexts, as well as museums, serve as spaces of liminality and knowledge production, attention in this course will also be directed towards the (im)materiality of cinematic practice with respect to projection and the screen.

**Requirements/Evaluation:** Requirements/Evaluation: Active discussion participation; rough draft (mid semester) and final research paper (20-25 pages)

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Graduate students, senior-level majors in art history

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01    Cancelled

### **ARTH 592 (F) Chance and Design: Ideas and Iconographies of Causality in Europe before 1900**

The idea of the work of art has a long history in Western philosophy and religious thought as the model for the idea of intentionality at the broadest scale; the relation of the artist to their artifact mirrored, in microcosm, the relation of an "intelligent designer" to a designed universe. The collapse of such models for thinking about both art and the natural and social world are characterized, typically, as intrinsic to the epoch of modernity. Within art history of the past half century, a significant amount of attention has been devoted to theorizing how many now-canonical artists (eg. the proto-conceptual artist Marcel Duchamp, the composer John Cage and choreographer Merce Cunningham) harnessed chance procedures with the aim of vacating their agency from the process of creation and with the "purpose to remove purposes." This course attempts to look before and beyond these well-trodden histories. Probing the visual dimension inherent in the concept of design and its absence (a visibility epitomized by blindfolded allegorical figure of *Fortuna*), we will seek to trace a more capacious genealogy for the efflorescence of chance, accident, and randomness as aestheticized objects of fascination in the twentieth century. We will trace the prehistory of these concepts in relation to both the abstraction of numbers and the concreteness of organisms, situating ideas of chance in relation to both the rise of a globalization and racial capitalism grounded in risk, financial speculation, and probability, as well as the eventual emergence in the nineteenth century, of an evolutionary theory capable of producing statements such as, "what a chance it has been... that has made a man," and recognizing "blind chance" as the originary driver of change in the organic world. The class will include presentations by invited guest scholars and focus on a number of case studies spanning the early modern period through the late nineteenth century, including topics such as: the concept of *disegno* and art as a model of intentionality, the iconography of fortune, gambling, and accidents, the association of chance and seafaring, the iconography of falling and gravity, the incorporation of chance into the material processes of image-making (for instance, in the invention of photography), and the visual culture and visual metaphors of Darwin's evolution. In association with our historical inquiries, the course will also meditate methodologically upon models of causality in art-historical explanation, as well on broader questions of how chance and ideas of chance and causality mediated modern Europe's relation to other parts of the world.

**Requirements/Evaluation:** class presentation, research paper of approximately 20 pages

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** grad students, then art history major undergrads

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ARTH 593 (S) Sound/Image: Theories and Practices in Art History**

This seminar serves as an introduction and deep dive into issues of sound in the visual arts. While we will examine modern and contemporary examples of sound art and multimedia work, this course considers sound, the aural imagination, and practices of listening much more expansively to probe the theoretical, conceptual, as well as technological, aesthetic, and reception issues surrounding sound in visual art. Course readings will combine art historical accounts with texts from philosophy and sound studies. We will read Michael Gaudio on representations of "the New World" in colonial America, consider recent attention paid to sound and the infiltration of sound recording media in nineteenth- and early-twentieth century America (by Rachel DeLue, Leo Mazow, and Asma Naeem), delve into the politics and poetics of European avant-garde performance, the cross-pollination of musical and artistic experimentation in 1960s New York and elsewhere (John Cage and Pauline Oliveros in connection with the worlds of dance, performance, and Black Mountain College), and consider more contemporary practices, particularly by artists working in Asia, Brazil, and artists engaging in Deaf studies and critiques of ableist hearing ideologies (such as Christine Sun Kim). We will also draw heavily on writings on sound, sensation, art (and film) by twentieth-century continental philosophy (Roland Barthes, Jean-Luc Nancy, Gilles Deleuze) as well as recent work by contemporary theorists probing the intersections of the sonic with race, gender, and politics (among them Salomé Voegelin and Robin James), as well as other topics from sound studies such as the mediation of technology, social and historical frameworks (such as Alain Corbin's study of the culture of the senses in the 19th-century French countryside), and the "ontological" turn and focus on materiality (Christoph Cox, Steve Goodman).

**Requirements/Evaluation:** Students will each be responsible for introducing key themes or questions from the readings in one class session. They will also complete a short paper focused on experimenting with sound/image ekphrasis (how do we write histories of sound?). The final project will be

a research paper (approximately 20 pages), on which they will give a presentation in class near the end of term while the project is in its development stage.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** MA students, then art history major undergrads

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **ARTH 594 (S) Traveling Seminar: Slavery and the Dutch Golden Age**

This course takes as its starting point the exhibition at the Rijksmuseum opening in September 2019: Slavery, an exhibition. With this installation, the curators of the Rijksmuseum seek to correct dominant narratives of seventeenth and eighteenth-century Dutch history, which have absented the role of slavery in determining the economic, social, and visual history of the Netherlands. With a Travel Grant awarded by the College Art Association, the students in this seminar will travel to the Netherlands to visit this exhibition and other relevant cultural institutions in order to examine the possibilities and limits for 'decolonizing' the museum. This course will study how slavery is imbricated within the mythic construction of a 'Dutch Golden Age' while also examining what happens when the history of enslaved peoples becomes translated into the space of a museum and exhibition. We will consider a revisionist history of Dutch artistic production, accounting for slavery in determining the Dutch economy and visual production while also asking what happens when slavery becomes narrated in the space of one of the nation's history museums. We will read contemporary black feminist theory such as Sylvia Wynter, Saidiya Hartman, Hortense Spillers, and Christina Sharpe as a means to struggle with how the space of the exhibition chooses to activate and write those missing histories, and we will examine if it is even possible to responsibly tell the story of slavery over two centuries when the majority of the subjects have been completely defaced, removed, and excised from the historical record, and their voices are often the ones still absent. In the words of Saidiya Hartman, we will ask: "Is it possible to construct a story from the 'locus of impossible speech' or resurrect lives from the ruins?"

**Requirements/Evaluation:** participation in class travel, class participation and presentation, research paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** MA art history students, by application if overenrolled

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

#### **ARTH 595 (F) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Requirements/Evaluation:** per discretion of instructor

**Prerequisites:** permission from GradArt Director

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** none

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Kerry A. Christensen

**ARTH 596 (S) Private Tutorial**

Students may petition to take a private tutorial by arrangement with the instructor and with permission of the Graduate Program Director.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Olga Kim

**ARTH 597 (F) Undergraduate Lecture Course Taken for Graduate Credit**

Undergraduate Lecture Course Taken for Graduate Credit

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**ARTH 598 (S) Undergraduate Lecture Course Taken for Graduate Credit**

Undergraduate Lecture Course Taken for Graduate Credit

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES**  
**CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES**

**(Div I & II, see explanation below)**

**Chair: Professor Li Yu**

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Man He, Assistant Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Professor of Chinese

**Visitors:** Eun Young Seong, Visiting Assistant Professor of Japanese; **Language Fellows:** Ai-Chen Wang, Mo Wu; **Teaching Associate:** Qiqi Chen

**Department Mission Statement and Curricular Goal**

The mission of the Department of Asian Languages, Literatures, and Cultures is to produce “global citizens” who will be able to make contributions in different sectors of society in a globalized and diverse world with multilingual abilities, intercultural communicative competence, and multicultural leadership skills. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

**Learning Objectives for the Chinese Major**

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**THE MAJOR**

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

**Learning Objectives for the Japanese Major**

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.

- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

## THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

### Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

## THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

## LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

## THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

## **COVID-19 CHANGES**

Due to the pandemic, the department has reduced the number of courses required for its majors for the graduating classes of '22, and '23. For these years, the minimum requirements are nine courses as follows:

Chinese major: CHIN 101, 102, 201, 202, 301, 302, 401, 402, 312.

Japanese major: JAPN 101, 102, 202, 202, 301, 302, 401, 402, one approved elective.

East Asian Languages and Cultures major: at least six CHIN/JAPN language courses (or a minimum proficiency equivalent to the completion of 302), two CHIN/JAPN core electives, and one approved elective.

Students with higher language proficiency who are placed out of any of the core language courses (101 through 402) can take an equal number of faculty-approved electives taught either in Chinese/Japanese or in English on literature, linguistics, culture studies or related Chinese or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

Students who plan to study abroad either during the summer or during their junior year MUST consult with department faculty for advice.

## **STUDY ABROAD**

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Grants for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

## **DEPARTMENT EMAIL LISTS**

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMXP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

“Special Interest Chinese” (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

“Special Interest Japanese” (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

### **CHIN 101 (F) Basic Chinese**

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

**Class Format:** (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and explanation in English as needed.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, first priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; and second priority will be given to first-year students and sophomores.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Course credit granted only if both semesters (CHIN 101 and 102) as well as the Winter Study Sustaining Program are taken

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cornelius C. Kubler

LEC Section: 02 M-F 10:00 am - 10:50 am Cornelius C. Kubler

### **CHIN 102 (S) Basic Chinese**

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

**Class Format:** (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and and explanation in English as needed.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** CHIN 101 and WSP Sustaining Program or equivalent. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, first priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; and second priority will be given to first-year students and sophomores.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cecilia Chang

LEC Section: 02 M-F 10:00 am - 10:50 am Cecilia Chang

### **CHIN 131 (S) Basic Cantonese**

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within greater China rose steadily in the period 1980-2010 and it continues to be an important language today. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese, which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a rather closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

**Class Format:** dialog performance, drills, communicative exercises, oral reading, questions, and discussion

**Requirements/Evaluation:** Evaluation is based on classroom performance, quizzes, unit tests, and an oral and written final exam.

**Prerequisites:** CHIN 202 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Chinese and East Asian Languages & Cultures majors as well as Asian Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**

**Cross-listings:** ANTH 134 CHIN 134 COMP 134 REL 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

### **CHIN 152 (S) Basic Taiwanese/Southern Min**

**Cross-listings:** CHIN 152 ASIA 152

#### Primary Cross-listing

This course constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the Sinitic languages, this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** CHIN 301 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference given to majors in CHIN, EALC, JAPN and concentrators in Asian Studies

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 152 (D1) ASIA 152 (D1)

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Cornelius C. Kubler

### **CHIN 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

#### Primary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian

American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

### **CHIN 201 (F) Intermediate Chinese**

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

**Class Format:** Students will do dialog performance and communicative exercises in the speaking/listening classes. We will do read-aloud, questions and answers in the reading/writing classes.

**Requirements/Evaluation:** classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam (including both oral and written portions)

**Prerequisites:** CHIN 102 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Li Yu

LEC Section: 02 M-F 10:00 am - 10:50 am Li Yu

### **CHIN 202 (S) Intermediate Chinese**

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters),

read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

**Requirements/Evaluation:** classroom performance, daily homework, daily quizzes, regular written and oral unit tests, and a final exam

**Prerequisites:** CHIN 201 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Ju-Yin Wang

LEC Section: 02 M-F 10:00 am - 10:50 am Ju-Yin Wang

### **CHIN 214 (F) Foundations of China**

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

#### **Primary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

### **CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

#### **Primary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has

shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

#### **Primary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is *minzu*" and address various topics such as the minority-group identification project; the definition of *minzu* (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

**Requirements/Evaluation:** class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

**CHIN 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**CHIN 253 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)**

**Cross-listings:** COMP 254 CHIN 253 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational

pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted in person.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Publishing GLOW Discussion posts based on reading (Graded as Complete or Incomplete); 3) three short papers (3-5 pages); 4) the final project (including an abstract, a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

## **CHIN 272 (S) The History and Mythology of Chinese Scripts**

**Cross-listings:** STS 272 CHIN 272 COMP 272

Primary Cross-listing

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

Not offered current academic year

### **CHIN 301 (F) Upper-Intermediate Chinese**

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

**Class Format:** All regular course meetings will be conducted in-person. The class meets four days per week. Specifically, we meet twice in lecture (75 mins) as a whole class; and twice in conference (50 mins).

**Requirements/Evaluation:** Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

**Prerequisites:** CHIN 202 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Current or perspective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies Concentration

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 MW 11:00 am - 11:50 am Cecilia Chang

CON Section: 03 Cancelled

### **CHIN 302 (S) Upper-Intermediate Chinese**

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

**Requirements/Evaluation:** Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

**Prerequisites:** CHIN 301 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, preferences will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Li Yu

CON Section: 02 MW 11:00 am - 11:50 am Li Yu

CON Section: 03 Cancelled

### **CHIN 312 (F) Introduction to Classical Chinese**

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

**Requirements/Evaluation:** classroom performance, homework, quizzes, tests, and a final exam

**Prerequisites:** CHIN 202 or extensive reading knowledge of Chinese characters through other languages

**Enrollment Limit:** 40

**Enrollment Preferences:** Students who have completed CHIN 202 or have extensive reading knowledge of Chinese characters through other languages

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Christopher M. B. Nugent

### **CHIN 401 (F) Advanced Chinese**

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

**Class Format:** All regular course meetings will be conducted in-person. The class meets three days per week. Specifically, we meet twice in lecture (75 mins) as a whole class; and once in conference (50 mins).

**Requirements/Evaluation:** Classroom performance, preview and review homework, presentations, unit tests, and final project.

**Prerequisites:** CHIN 302 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies concentrations

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Man He

CON Section: 02 W 1:10 pm - 2:00 pm Man He

### **CHIN 402 (S) Advanced Chinese**

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

**Class Format:** two 75-minute classes plus a conversation session

**Requirements/Evaluation:** weekly homework, quizzes, unit tests, essays, oral presentations, and a final exam

**Prerequisites:** CHIN 401 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, preferences will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Man He

CON Section: 02 W 1:10 pm - 2:00 pm Man He

#### **CHIN 420 (S) Masterpieces in Modern Chinese Literature**

"To modernize the *Chinese* people, it has to start from the modernization of the genre 'novel'." Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

**Class Format:** discussion

**Requirements/Evaluation:** participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **CHIN 425 (F) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan**

**Cross-listings:** ASIA 425 CHIN 425

Primary Cross-listing

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the

20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format, this course is designed to develop linguistic proficiency at the levels of Advanced Low to Advanced Mid based on the ACTFL proficiency guidelines. Language partners will be arranged through collaboration with a graduate program in Chinese pedagogy in Taiwan for opportunities for in-depth discussions on course content.

**Class Format:** Mandarin Chinese will be the instructional language for this course. Semi-tutorial format, students will meet as a large group on one day for linguistic development and three to four people groups on other days for discussions.

**Requirements/Evaluation:** quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Majors in Chinese; DALLC; Asian Studies Concentration; seniors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 425 (D1) CHIN 425 (D1)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cecilia Chang

**CHIN 427 (S) Spring Grass: A Peek into Inequality in China** (DPE) (WS)

**Cross-listings:** ASIA 127 WGSS 127 CHIN 427 ASST 127

**Primary Cross-listing**

*Spring Grass* (*Chuncao*) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** books and course packet.

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 127 (D1) WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

**CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic

narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**CHIN 493 (F) Senior Thesis: Chinese**

Chinese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Li Yu

**CHIN 494 (S) Senior Thesis: Chinese**

Chinese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Li Yu

**CHIN 497 (F) Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Li Yu

**CHIN 498 (S) Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Li Yu

**Winter Study -----**

**CHIN 25 (W) Taiwan Study Tour**

Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the "Taiwan (economic and political) miracle"? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Language Center of National Chengchi University. After class we'll meet as a group for lunch and discussion. Visits to cultural and economic sites of interest and activities with students from several Taiwanese universities will be scheduled for some afternoons and Saturdays, with other afternoons as well as evenings and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience. Requirements: Satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Open to all, first preference to CHIN and EALC majors, then those with Mandarin language proficiency at level of CHIN 101-102.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,800

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 Cancelled

### **CHIN 31 (W) Senior Thesis: Chinese**

To be taken by all students who are candidates for honors in Chinese.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Li Yu

### **CHIN 88 (W) Chinese Sustaining Program**

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation

**Prerequisites:** Chinese 101

**Grading:** pass/fail option only

**Materials/Lab Fee:** one Xerox packet

Winter 2023

LAB Section: 01 MTR 9:00 am - 9:50 am , Li Yu, Mo Wu, Ai-Chen Wang

### **CHIN 99 (W) Independent Study: Chinese**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Li Yu

**DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES**  
**CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES**

**(Div I & II, see explanation below)**

**Chair: Professor Li Yu**

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Man He, Assistant Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Professor of Chinese

**Visitors:** Eun Young Seong, Visiting Assistant Professor of Japanese; **Language Fellows:** Ai-Chen Wang, Mo Wu; **Teaching Associate:** Qiqi Chen

**Department Mission Statement and Curricular Goal**

The mission of the Department of Asian Languages, Literatures, and Cultures is to produce “global citizens” who will be able to make contributions in different sectors of society in a globalized and diverse world with multilingual abilities, intercultural communicative competence, and multicultural leadership skills. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

**Learning Objectives for the Chinese Major**

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**THE MAJOR**

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

**Learning Objectives for the Japanese Major**

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.

- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

## THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

## Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

## THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

## LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

## THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty

member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

## **COVID-19 CHANGES**

Due to the pandemic, the department has reduced the number of courses required for its majors for the graduating classes of '22, and '23. For these years, the minimum requirements are nine courses as follows:

Chinese major: CHIN 101, 102, 201, 202, 301, 302, 401, 402, 312.

Japanese major: JAPN 101, 102, 202, 202, 301, 302, 401, 402, one approved elective.

East Asian Languages and Cultures major: at least six CHIN/JAPN language courses (or a minimum proficiency equivalent to the completion of 302), two CHIN/JAPN core electives, and one approved elective.

Students with higher language proficiency who are placed out of any of the core language courses (101 through 402) can take an equal number of faculty-approved electives taught either in Chinese/Japanese or in English on literature, linguistics, culture studies or related Chinese or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

Students who plan to study abroad either during the summer or during their junior year **MUST** consult with department faculty for advice.

## **STUDY ABROAD**

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Grants for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students **MUST** contact the department faculty **BEFORE** assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

## **DEPARTMENT EMAIL LISTS**

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMPX>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

“Special Interest Chinese” (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

“Special Interest Japanese” (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

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**DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES**  
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**Visitors:** Eun Young Seong, Visiting Assistant Professor of Japanese; **Language Fellows:** Ai-Chen Wang, Mo Wu; **Teaching Associate:** Qiqi Chen

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The mission of the Department of Asian Languages, Literatures, and Cultures is to produce “global citizens” who will be able to make contributions in different sectors of society in a globalized and diverse world with multilingual abilities, intercultural communicative competence, and multicultural leadership skills. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

**Learning Objectives for the Chinese Major**

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**THE MAJOR**

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

**Learning Objectives for the Japanese Major**

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.

- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

## THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

### Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

## THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

## LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

## THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

## **COVID-19 CHANGES**

Due to the pandemic, the department has reduced the number of courses required for its majors for the graduating classes of '22, and '23. For these years, the minimum requirements are nine courses as follows:

Chinese major: CHIN 101, 102, 201, 202, 301, 302, 401, 402, 312.

Japanese major: JAPN 101, 102, 202, 202, 301, 302, 401, 402, one approved elective.

East Asian Languages and Cultures major: at least six CHIN/JAPN language courses (or a minimum proficiency equivalent to the completion of 302), two CHIN/JAPN core electives, and one approved elective.

Students with higher language proficiency who are placed out of any of the core language courses (101 through 402) can take an equal number of faculty-approved electives taught either in Chinese/Japanese or in English on literature, linguistics, culture studies or related Chinese or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

Students who plan to study abroad either during the summer or during their junior year MUST consult with department faculty for advice.

## **STUDY ABROAD**

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Grants for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

## **DEPARTMENT EMAIL LISTS**

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMXP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

### **JAPN 101 (F) Elementary Japanese**

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily classroom performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 10:00 am - 10:50 am Shinko Kagaya

CON Section: 03 MWF 11:00 am - 11:50 am Shinko Kagaya

### **JAPN 102 (S) Elementary Japanese**

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily classroom performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 101

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 10:00 am - 10:50 am Shinko Kagaya

CON Section: 03 MWF 11:00 am - 11:50 am Shinko Kagaya

### **JAPN 131 (F) Introduction to Japanese Linguistics: Past, Present and Future of Japanese Language**

**Cross-listings:** JAPN 131 ASIA 131

#### **Primary Cross-listing**

This course is to understand of how and why the Japanese language has developed to its present form and usage. We will first learn basic concepts and methodologies of linguistics, such as how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics and pragmatics). Then, based on sociolinguistics, linguistic typology, anthropological and cognitive linguistics frameworks, we will investigate variations and usages of the Japanese language. Topics will include polite language and honorifics, gender and women's language, onomatopoeia, linguistic landscape, Japanese dialects, language conflicts, language rights (Okinawans, Ainu, and Koreans in Japan), and multilingualism. The course format combines lectures, seminars, and student-facilitated discussions. There will be small quizzes, homework assignments, a final research paper, and a poster presentation of the final project. Although there is no prerequisite, intermediate Japanese proficiency or equivalent is beneficial when analyzing primary data.

**Class Format:** combination of lecture and discussion

**Requirements/Evaluation:** quizzes, one or two discussion facilitation, mid-term exam, poster presentation, and an 8- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 131 (D1) ASIA 131 (D1)

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kasumi Yamamoto

### **JAPN 201 (F) Intermediate Japanese**

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily performance, homework, quizzes, chapter tests, and a final exam

**Prerequisites:** JAPN 101-102 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Eun Young Seong

CON Section: 02 MWF 9:00 am - 9:50 am Eun Young Seong

CON Section: 03 MWF 10:00 am - 10:50 am Eun Young Seong

### **JAPN 202 (S) Intermediate Japanese**

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily performance, homework, quizzes, chapter tests, and a final exam

**Prerequisites:** JAPN 201 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Eun Young Seong

CON Section: 02 MWF 9:00 am - 9:50 am Eun Young Seong

CON Section: 03 MWF 10:00 am - 10:50 am Eun Young Seong

### **JAPN 220 (S) Being Korean in Japan (DPE)**

**Cross-listings:** JAPN 220 ASST 220 ASIA 220

#### **Primary Cross-listing**

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

**Requirements/Evaluation:** attendance/participation; short written responses; midterm essay; group presentation; final essay

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 220 (D1) ASST 220 (D1) ASIA 220 (D1)

**Difference, Power, and Equity Notes:** This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives GBST East Asian Studies Electives

**Not offered current academic year**

**JAPN 223 (S) Japanese Food Culture in a Global Context (DPE)****Cross-listings:** JAPN 223 COMP 223**Primary Cross-listing**

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

**JAPN 240 (S) Toward Healing Trauma in Japanese and Korean Cinema (DPE)****Cross-listings:** ASIA 240 JAPN 240**Primary Cross-listing**

This course examines Japanese and Korean cinema from the 1930s to the present, with a focus on narratives of trauma. We will analyze cinematic representations of social conflicts caused by continuous negotiations of tradition and progress, gender and identity, and everyday life and war wounds in the transition from imperial/colonial to post-imperial/post-colonial periods. Along with exploring historical contexts, we will compare the ways in which Japanese and Korean filmmakers have confronted social injustice by addressing the pain of trauma. In doing so, we will discover the meanings of cultural confrontation in the process of healing and reconciliation in our society. All readings and screenings will be available in English translation or with English subtitles.

**Requirements/Evaluation:** class attendance and participation, weekly GLOW posts, two short essays (4-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Open to all students, but if over-enrolled, priority will be given to majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 240 (D1) JAPN 240 (D1)

**Difference, Power, and Equity Notes:** This course traces the trajectories of Japanese and Korean films that deal with contentious issues which have

left deep scars in society, including the legacies of Japanese colonialism and Cold War politics in East Asia. Students will have the opportunity to think critically about the implications of such cultural representations of social wounds and injustice on the way toward reconciliation.

Not offered current academic year

### **JAPN 301 (F) Upper-Intermediate Japanese**

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 202 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Shinko Kagaya

### **JAPN 302 (S) Upper-Intermediate Japanese**

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. In this course, students work on the reading skills for comprehending primary source materials and expository prose of intermediate difficulty; the communication skills for conducting practical conversations and presentations; and the listening skills for interpreting various types of information.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 301 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Shinko Kagaya

### **JAPN 401 (F) Advanced Japanese**

This course is a continuation of Japanese 301 and 302. Students will develop the four skills of speaking, listening, reading, and writing in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes and projects (presentations)

**Prerequisites:** JAPN 302 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Eun Young Seong

**JAPN 402 (S) Advanced Japanese**

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes and projects (presentations)

**Prerequisites:** JAPN 401 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Kasumi Yamamoto

**JAPN 493 (F) Senior Thesis: Japanese**

Japanese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Li Yu

**JAPN 494 (S) Senior Thesis: Japanese**

Japanese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Li Yu

**JAPN 497 (F) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Li Yu

**JAPN 498 (S) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Li Yu

**Winter Study -----**

**JAPN 12 (W) The Art of Writing: Introduction to Arabic and Japanese Calligraphy**

Calligraphy is an art of elegant penmanship that is closely connected to philosophy, spirituality, literature, and poetry. This course introduces students to two different traditions of calligraphy, namely those of Arabic and Japanese, exploring their distinct characters as well as similarities. How has master-apprentice learning shaped each? How have these artforms developed in modern times? How are different aesthetics valued in each? And what are the themes and ideas shared between these two different traditions? At the theoretical level, students will explore historical, cultural, philosophical, and spiritual backgrounds of Arabic and Japanese calligraphy as well as material dimensions of the two traditions-how inks, pens, brushes, and paper are produced. At the practical level, students will be introduced to the execution of lettering with traditional tools, exploring self-expression through the art of writing. Students will be encouraged to consider how balance can be found in that which comprises both order and chaos, form and obscurity, and word and image. In class (6 hours per week), students will engage in hands-on activities, learning the basic techniques of Arabic and Japanese calligraphy. Class time also includes short lectures on theoretical and practical aspects of the two traditions. Through this course, students will learn to use calligraphy as a meditation tool, one that cultivates inner focus and attention to breathing and bodily movements. Outside class, students will be required to practice daily ten-minute calligraphy meditation sessions. Evaluation for this course is based on attendance at each session, a final calligraphy work, and in-class presentation on the piece. No previous knowledge of Arabic/Japanese or experience with calligraphy is required for this course. The class is open to students interested in both/either of two calligraphy traditions.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** n/a

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Arabic Studies and the Department of Asian Languages, Literatures, and Cultures if the course is overenrolled.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Eriko Okamoto is a research associate in Arabic Studies at Williams College. She has studied Arabic calligraphy in the US and the Middle East and has trained in Japanese calligraphy for over 20 years.

**Materials/Lab Fee:** \$35

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TRF 1:00 pm - 2:50 pm Eriko Okamoto

**JAPN 25 (W) Exploring Kyoto Culture: How 1200 years of cultural history continues throughout today**

Kyoto, the former imperial capital of Japan has 1200 years of history. It is referred to as Japan's cultural treasure house and thrives on its ancient heritage in architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto's appearances can be deceiving. You will find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between modernization and tradition is Kyoto's fascination. The

purpose of this travel course is to explore the cultural history of Kyoto and how it is perpetuated and transformed in a modern era. Students will visit various sites and artists/artisans in Kyoto. Through these experiences, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course will be conducted on campus. Students conduct research in pairs to acquire additional in-depth knowledge on one selected area of Kyoto's art/craftsmanship. For the second and third week, the class will travel to Kyoto. We will first explore the city of Kyoto to develop an idea of how its cultural history progressed from courtly culture in the Heian period, to samurai tradition in the Medieval periods, and aspects of religious ceremonies, Noh Theater and tea ceremonies. We will also visit four to five artisan/artist studios, including hands on experiences at some studios. Students are expected to participate in all the scheduled activities, keep a daily journal, and participate in daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern art/craft/performance to the local community and to the Kyoto artists/artisans at a public forum. The class will return to campus towards the end of the third week.

**Requirements/Evaluation:** post daily blog to the course website and a public PowerPoint presentation in Kyoto

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** personal statements and completion of course(s) related to Japan

**Expected Class Size:** 8

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,700

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Shinko Kagaya

### **JAPN 31 (W) Senior Thesis: Japanese**

To be taken by all students who are candidates for honors in Japanese.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Li Yu

### **JAPN 88 (W) Japanese Sustaining Program**

Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation

**Prerequisites:** Japanese 101

**Grading:** pass/fail option only

**Materials/Lab Fee:** one Xerox packet

Winter 2023

LAB Section: 01 MWR 9:00 am - 9:50 am Kasumi Yamamoto

### **JAPN 99 (W) Independent Study: Japanese**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Li Yu

## **Program in Asian Studies**

(Div I & II)

**Chair: Anne Reinhardt, Professor of History**

### **Advisory Committee:**

Sarah Allen, Chair and Associate Professor of Comparative Literature

George Crane, Edward S. Greenbaum 1910 Professor of Political Science

Aparna Kapadia, Associate Professor of History

Cornelius C. Kubler, Stanfield Professor of Asian Studies

Joel Lee, Assistant Professor of Anthropology

Christopher Nugent, Professor of Chinese

Annie Reinhardt, Professor of History

Li Yu, Professor of Chinese

The interdisciplinary Program in Asian Studies invites students to explore the vast and diverse area that is Asia through individually designed concentrations that can include coursework in anthropology, art, history, language, performance, political science, religion, and literature.

Students will have the opportunity to:

- Gain knowledge about the societies and cultures of Asia.
- Appreciate the diversity in, connections among, and interactions between, different regions of Asia.
- Develop in-depth knowledge of a particular aspect of Asia—thematically, disciplinarily, or geographically.
- Understand how “Asia” and “Asian Studies” have been constituted.
- Hone skills in research or creative endeavor.

### **CONCENTRATION REQUIREMENTS**

**The concentration is composed of six courses:**

- one (1) required course: ASIA 210. This course draws upon interdisciplinary work from the humanities and social sciences that critically investigates how “Asia” and “Asian Studies” have been conceived and, in the case of “Asian Studies,” practiced as a field of inquiry. Ideally this course would be taken in the sophomore or junior year, after students have taken at least one Asian Studies related course.
- a three (3) course curricular focus, which could center either on a region or country interdisciplinarily (e.g. South Asia via history, anthropology, and art) or on a theme inter-regionally (e.g. Imperialism/Colonialism in Asia; Art and Performance in Asia). Each student would specify a curricular focus in consultation with a faculty advisor.
- two (2) additional courses relating to Asia. These courses may be used to further develop the chosen curricular focus, or to bring greater disciplinary or geographic breadth to the concentration. One or both of these courses may be Asian language courses.
- a research or creative project capstone and symposium. A research paper or performance/exhibit done within one of the courses included in the concentration. (This is not an extra course, but a requirement for a research or performance project as a part of the concentration). Senior concentrators will present their work to a gathering of fellow concentrators and faculty at the Senior Asian Studies Symposium, to be held in the Spring semester of each year. They will be asked to reflect upon how their projects fit into their Asian Studies concentrations, which will give them the opportunity to tie that work into their goals within the concentration and what they have gained from the concentration more broadly.

In order to maximize breadth, among the five classes that comprise the curricular focus and electives at least two (and not necessarily more) different disciplines and at least two regions or countries of Asia (China, Japan, Korea, Taiwan, East Asia, Southeast Asia, South Asia) must be covered.

### **STUDY ABROAD**

With permission of the faculty advisor, as many as two courses from a study abroad program may be counted toward the concentration.

### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

**Can your program typically pre-approve courses for concentration credit?**

Yes.

**What criteria will typically be used/required to determine whether a student may receive concentration credit for a course taken while on study away?**

Course title and description, complete syllabus including readings/assignments.

**Does your program place restrictions on the number of concentration credits that a student might earn through study away?**

Yes, two courses.

**Does your program place restrictions on the types of courses that can be awarded credit towards your concentration?**

Approved courses only.

**Are there specific concentration requirements that cannot be fulfilled while on study away?**

Yes. ASIA 210 must be taken at Williams.

**Are there specific concentration requirements in your program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Not in particular. Students are always strongly encouraged to consult with the program faculty ahead of time to plan on what courses to take during study away and what courses to take upon return.

## HONORS

For students interested in graduating with honors in Asian Studies, a thesis completed over one semester and a Winter is required, above and beyond the six-course concentration. Thesis proposals are due to the Advisory Committee in the Spring for a fall thesis in the next academic year, and in the Fall for a spring thesis in that academic year.

## ASIA 103 (S) East Asian Art (DPE)

**Cross-listings:** ASIA 103 ARTH 103

### Secondary Cross-listing

This course is an introduction to the history of East Asian art from prehistory to the present with particular emphasis on China, Korea, and Japan. Through thematic units, we look at artworks in their original contexts and consider how cross-cultural exchanges stimulated new interpretations across time and space. We examine a broad range of objects including ritual bronze vessels, Buddhist temples, landscape paintings, woodblock prints, and installations. We also discuss these artworks in relation to other forms of creative expression such as ritual practice, performance, and literature. How is East Asia defined geographically and culturally? How did the exchange of ideas, trade, and travel impact the formation of East Asian art? How do artworks and artifacts help us understand East Asia's past? These fundamental questions guide our discussion. Through this course, you will learn to think critically about shared and diverse human experiences across cultures and historical periods. We will also discuss the historiography of East Asian art and analyze why certain types of objects were historically underrepresented in museum spaces and academic scholarship. Artworks from the Williams College Museum of Art and Special Collections also form an integral part of the course.

**Requirements/Evaluation:** attendance, class participation, worksheets, visual analysis paper (2-3 pages in length), midterm and non-cumulative final exam, virtual exhibition project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Open to all students regardless of major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 103 (D1) ARTH 103 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity requirement by investigating the ways that migration and cross-cultural exchange shaped artistic developments in East Asia. Students will reflect on the cultural production of diverse peoples and traditions within this geographical region and confront the ways in which historical legacies of imperialism and colonialism continue to shape international relations.

**Attributes:** ARTH pre-1800 Courses GBST East Asian Studies Electives

Not offered current academic year

### **ASIA 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 105

#### **Secondary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

### **ASIA 115 (F) The World of the Mongol Empire (WS)**

**Cross-listings:** HIST 115 ASIA 115 ASST 115

#### **Secondary Cross-listing**

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

**Requirements/Evaluation:** active participation in discussion, several short papers, and a final research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 115 (D2) ASIA 115 (D2) ASST 115 (D2)

**Writing Skills Notes:** Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

### **ASIA 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASIA 117

#### **Secondary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

### **ASIA 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** ASIA 127 WGSS 127 CHIN 427 ASST 127

#### **Secondary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary

China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of *Spring Grass*, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** books and course packet.

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 127 (D1) WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

### ASIA 130 Basic Cantonese

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within greater China rose steadily in the period 1980-2010 and it continues to be an important language today. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese, which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a rather closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

**Class Format:** dialog performance, drills, communicative exercises, oral reading, questions, and discussion

**Requirements/Evaluation:** Evaluation is based on classroom performance, quizzes, unit tests, and an oral and written final exam.

**Prerequisites:** CHIN 202 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Chinese and East Asian Languages & Cultures majors as well as Asian Studies concentrators

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **ASIA 131 (F) Introduction to Japanese Linguistics: Past, Present and Future of Japanese Language**

**Cross-listings:** JAPN 131 ASIA 131

#### **Secondary Cross-listing**

This course is to understand of how and why the Japanese language has developed to its present form and usage. We will first learn basic concepts and methodologies of linguistics, such as how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics and pragmatics). Then, based on sociolinguistics, linguistic typology, anthropological and cognitive linguistics frameworks, we will investigate variations and usages of the Japanese language. Topics will include polite language and honorifics, gender and women's language, onomatopoeia, linguistic landscape, Japanese dialects, language conflicts, language rights (Okinawans, Ainu, and Koreans in Japan), and multilingualism. The course format combines lectures, seminars, and student-facilitated discussions. There will be small quizzes, homework assignments, a final research paper, and a poster presentation of the final project. Although there is no prerequisite, intermediate Japanese proficiency or equivalent is beneficial when analyzing primary data.

**Class Format:** combination of lecture and discussion

**Requirements/Evaluation:** quizzes, one or two discussion facilitation, mid-term exam, poster presentation, and an 8- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 131 (D1) ASIA 131 (D1)

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kasumi Yamamoto

### **ASIA 152 (S) Basic Taiwanese/Southern Min**

**Cross-listings:** CHIN 152 ASIA 152

#### **Secondary Cross-listing**

This course constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the Sinitic languages, this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** CHIN 301 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference given to majors in CHIN, EALC, JAPN and concentrators in Asian Studies

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 152 (D1) ASIA 152 (D1)

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Cornelius C. Kubler

### **ASIA 153 (S) Japanese Film**

**Cross-listings:** ASIA 153 ASST 153 COMP 153

#### **Secondary Cross-listing**

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled.* All levels welcome.

**Requirements/Evaluation:** attendance & participation, a few short response assignments, two 5-page papers, in-class test

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students majoring or considering a major in comparative literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 153 (D1) ASST 153 (D1) COMP 153 (D1)

**Attributes:** FMST Core Courses

**Not offered current academic year**

### **ASIA 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

#### **Secondary Cross-listing**

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital

communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

### **ASIA 186 (F) Japanese Popular Visual Culture**

**Cross-listings:** COMP 186 ARTH 586 ASIA 186 ARTH 286

#### **Secondary Cross-listing**

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the *Repro Japan* exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 186 (D1) ARTH 586 (D1) ASIA 186 (D1) ARTH 286 (D1)

**Not offered current academic year**

### **ASIA 195 (F) Elementary Korean**

**Cross-listings:** CRKO 101 ASIA 195

#### **Secondary Cross-listing**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in

self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral mid-term and final exam.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CRKO 101 (D1) ASIA 195 (D1)

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

### **ASIA 196 (S) Elementary Korean**

**Cross-listings:** CRKO 102 ASIA 196

#### **Secondary Cross-listing**

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm exam and final exam.

**Prerequisites:** CRKO 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRKO 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** minimum of two students in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CRKO 102 (D1) ASIA 196 (D1)

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

### **ASIA 197 (F) Elementary Hindi**

**Cross-listings:** ASIA 197 CRHI 101

### Secondary Cross-listing

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site. Both the Devanagari script of Hindi and the Nastaliq script of Urdu will be introduced throughout the year-long course.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students in order to schedule the course.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 197 (D1) CRHI 101 (D1)

Fall 2022

LEC Section: 01 Cancelled

### ASIA 198 (S) Elementary Hindi-Urdu

**Cross-listings:** ASIA 198 CRHI 102

### Secondary Cross-listing

Urdu script will be introduced as the course continues to develop communicative skills, vocabulary building, and familiarity with frequently used grammatical structures and writing in both scripts. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** CRHI 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRHI 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students in order to schedule the course.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 198 (D1) CRHI 102 (D1)

Spring 2023

LEC Section: 01 Cancelled

## ASIA 203 (F) Modern Japan

**Cross-listings:** HIST 203 ASIA 203

### Secondary Cross-listing

This course is intended to familiarize you with the history of modern Japan, the world's third-largest economy and a dynamic influence on global culture. We will begin during the Edo Period (1600-1868), during which feudal (e.g., the status system) and more modern (e.g., a consumer society) features of Japanese life developed alongside each other. We will then examine the Meiji Restoration and explore how the Imperial Japanese state led Japan through modernization into total defeat by 1945. The course then looks at economic recovery and societal change during the postwar period, taking us up to the present day. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history. We will cover the rise and demise of the erroneous "national seclusion" narrative, the legislation of Japanese Emperor's divinity, and the debate over Japan's supposed ethnic and cultural distinctiveness. We will focus especially closely on the roles of class, gender, imperialism and foreign contacts in modern Japanese history. You are expected to critically analyze assigned primary and secondary sources and to communicate your ideas to your classmates effectively both orally and in writing. You are also expected to collaborate with your classmates to complete group activities. You will also conduct limited original archival research.

**Class Format:** This class features an immersive simulation, in which students will simulate the Meiji Restoration. The final project is a collaborative research project and presentation working with Japan-related sources from Williams's Special Collections.

**Requirements/Evaluation:** Class participation, two 5-6 page essays, immersive simulation midterm, collaborative final research presentation

**Prerequisites:** None

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 203 (D2) ASIA 203 (D2)

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm Viktor Shmagin

## ASIA 205 (F) Patrons, Rituals, and Living Images in Japanese Buddhism

**Cross-listings:** ASIA 205 REL 213 ARTH 205

### Secondary Cross-listing

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities--the imperial court, immigrant artists, monks, women, and commoners--employed and venerated Buddhist images for political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

**Requirements/Evaluation:** attendance, class participation, 4 reading and object response papers (2-3 pages), midterm, non-cumulative final exam, and digital exhibition project with an 8-10 minute presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** First and second-year students, but open to all

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 205 (D1) REL 213 (D2) ARTH 205 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ASIA 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

#### **Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

### **ASIA 210 (S) Approaches to Asian Studies**

Home to over half of the world's population and to more than twenty of the world's largest cities, Asia has gained global prominence in recent years; the twenty-first century in fact has widely been deemed the 'Asian Century'. But what is Asia? And what does it mean to study this richly diverse region? This seminar will address these questions with the aim of introducing students to important theoretical topics and key concepts that are relevant to the comparative and critical study of Asia. One central concern will be to consider the different ways of understanding "Asia", both in terms of how the term and the region have been historically constituted; another will be to facilitate an understanding some of the salient factors (geography, belief systems, economy and polity)--past and present--that make for Asia's coherence and divergences; a third concern will be to unpack the troubled notions of "East" and "West" and re-center Asia within the newly emerging narratives of global interconnectedness. Beginning with the evolution of the field, this course will equip students with the methodological tools to critically navigate their own specific regional, inter-regional, or interdisciplinary tracks in the Asian Studies concentration.

**Requirements/Evaluation:** Two short papers (5-6); one longer final paper (10-15); discussion participation.

**Prerequisites:** At least one prior course related to Asia

**Enrollment Limit:** 20

**Enrollment Preferences:** Asian Studies concentrators; seniors; juniors; sophomores

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

### **ASIA 211 (F) Foundations of China**

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

#### **Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

### **ASIA 213 (S) Modern China, 1600-Present**

**Cross-listings:** HIST 213 ASIA 213

#### **Secondary Cross-listing**

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

**Requirements/Evaluation:** class participation, two short papers, two essays, a midterm and a self-scheduled final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** open to all; preference to History or Asian Studies majors only if overenrolled

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 213 (D2) ASIA 213 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

### **ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

#### **Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **ASIA 216 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** ASIA 216 GBST 214 ASST 214 THEA 216 AMST 213 ASIA 214 DANC 216

#### **Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 216 (D1) GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D1) ASIA 214 (D1) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Not offered current academic year

### **ASIA 217 (F) Early Modern Japan**

**Cross-listings:** ASIA 217 HIST 217 ASST 217

Secondary Cross-listing

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 25-30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 217 (D2) HIST 217 (D2) ASST 217 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

## ASIA 218 (F) From Crises to Cool: Modern Japan, 1850s-Present

**Cross-listings:** ASIA 218 HIST 218

### Secondary Cross-listing

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese people from factory workers and farmers to politicians and intellectuals have understood, shaped, and lived the upheavals from the 1850s through the present day. And it will examine how the country of Japan as well as individual Japanese people have defined the identities and meanings of "modern Japan." We will ask why a modernizing revolution emerged out of the ashes of the early modern order; what democracy and its failures wrought; how world war was experienced and what legacies it left in its wake; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual treatises, fiction, films, and oral histories.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors/prospective majors or Asian Studies concentrators/prospective concentrators

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 218 (D2) HIST 218 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

## ASIA 220 (S) Being Korean in Japan (DPE)

**Cross-listings:** JAPN 220 ASST 220 ASIA 220

### Secondary Cross-listing

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

**Requirements/Evaluation:** attendance/participation; short written responses; midterm essay; group presentation; final essay

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 220 (D1) ASST 220 (D1) ASIA 220 (D1)

**Difference, Power, and Equity Notes:** This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives GBST East Asian Studies Electives

Not offered current academic year

### **ASIA 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE**

**Cross-listings:** HIST 221 ASIA 221 GBST 221

#### **Secondary Cross-listing**

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** This class will also have a small discussion component.

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** history majors if the the class is overenrolled.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 221 (D2) ASIA 221 (D2) GBST 221 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia

### **ASIA 222 (S) History and Society in India and South Asia: c. 2000 to 1700s CE**

**Cross-listings:** HIST 220 ASIA 222

#### **Secondary Cross-listing**

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the urban Indus Valley civilization to the end of the Mughal Empire and will address topics such as the origins and development of the caste system and 'Hinduism', society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

**Class Format:** Lecture-discussion

**Requirements/Evaluation:** class participation, reading responses, 2 essays, mid-term and a final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** History Majors, and anyone interested in South Asian history before colonialism

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 220 (D2) ASIA 222 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

**ASIA 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Secondary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the

PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

### **ASIA 230 Performance Practices of India (DPE)**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Not offered current academic year

**ASIA 240 (S) Toward Healing Trauma in Japanese and Korean Cinema (DPE)**

**Cross-listings:** ASIA 240 JAPN 240

**Secondary Cross-listing**

This course examines Japanese and Korean cinema from the 1930s to the present, with a focus on narratives of trauma. We will analyze cinematic representations of social conflicts caused by continuous negotiations of tradition and progress, gender and identity, and everyday life and war wounds in the transition from imperial/colonial to post-imperial/post-colonial periods. Along with exploring historical contexts, we will compare the ways in which Japanese and Korean filmmakers have confronted social injustice by addressing the pain of trauma. In doing so, we will discover the meanings of cultural confrontation in the process of healing and reconciliation in our society. All readings and screenings will be available in English translation or with English subtitles.

**Requirements/Evaluation:** class attendance and participation, weekly GLOW posts, two short essays (4-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Open to all students, but if over-enrolled, priority will be given to majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 240 (D1) JAPN 240 (D1)

**Difference, Power, and Equity Notes:** This course traces the trajectories of Japanese and Korean films that deal with contentious issues which have left deep scars in society, including the legacies of Japanese colonialism and Cold War politics in East Asia. Students will have the opportunity to think critically about the implications of such cultural representations of social wounds and injustice on the way toward reconciliation.

Not offered current academic year

**ASIA 241 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

**Secondary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative

evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ASIA 242 (S) The Sacred in South Asia**

**Cross-listings:** ANTH 249 ASIA 242 REL 149

#### **Secondary Cross-listing**

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

**Requirements/Evaluation:** weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

**Prerequisites:** Interest in the topic!

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 249 (D2) ASIA 242 (D2) REL 149 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Joel Lee

### **ASIA 244 (S) Mind and Persons in Indian Thought**

**Cross-listings:** PHIL 245 ASIA 244 REL 244

#### **Secondary Cross-listing**

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and participation, three short essays (6 pages each)

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** selection based on the basis of relevant background

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 245 (D2) ASIA 244 (D2) REL 244 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

**ASIA 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)**

**Cross-listings:** ASST 246 ASIA 246 REL 246 ANTH 246 WGSS 246

**Secondary Cross-listing**

This tutorial considers India's multiple and intersecting identities, in relation to climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. We examine the intersectional identities that produce solidarity and opposition within landscapes always already structured by power and inequity. How do communal and individual identities such as gender, class, caste, sexuality or religion shape social conflict and ongoing struggles for power in India today? We examine key moments in Indian history that that continue to produce social conflict and fluidity such as Partition, the riots in Gujarat, Hyderabad, and Delhi that have shaped the modern landscape of communal identity, as well as the contested border such as Ladakh as well as Jammu & Kashmir. Our readings will include ethnographic, sociological, historical fiction, and oral history. Students choose their own topics to delve into for final weeks of the semester.

**Class Format:** Meeting weekly in pairs with tutorial partner to discuss texts and student essays.

**Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Anthropology, Sociology, Religion, Women's, Gender & Sexuality Studies, concentrators in Asian Studies, STS

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 246 (D2) ASIA 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

**Writing Skills Notes:** This tutorial involves weekly essays of 1500 words or oral responses, intensive feedback on writing, and individual writing chats with instruction in the middle of the semester.

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity are sources of struggle and division within Indian society. It analyzes the intersectional identities of class, caste, gender, and religion in shaping differential access to power and equity within India today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**ASIA 249 (S) Political Power in Contemporary China**

**Cross-listings:** PSCI 247 ASIA 249

**Secondary Cross-listing**

The People's Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political

system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state's efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.

**Requirements/Evaluation:** 2-3 short papers and a final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science and Asian Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 247 (D2) ASIA 249 (D2)

**Attributes:** GBST East Asian Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm George T. Crane

### **ASIA 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia**

**Cross-listings:** ASIA 250 REL 250

#### **Secondary Cross-listing**

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others. The fall 2021 iteration of the course will have a special focus with a few additional readings on idealized communities and political "utopias."

**Class Format:** discussion

**Requirements/Evaluation:** active participation, short writing assignments, midterm, and a self-scheduled final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion and Asian Studies majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 250 (D2) REL 250 (D2)

**Attributes:** GBST East Asian Studies Electives PHIL Related Courses

**Not offered current academic year**

### **ASIA 253 (S) Love and Death in Modern Japanese Literature and Visual Culture**

**Cross-listings:** ASIA 253 COMP 255

### Secondary Cross-listing

Modern Japanese literature is filled with compelling love stories that are variously passionate and poignant, tragic or uplifting, heartwarming or twisted, and sometimes all of the above. This course offers a survey of modern Japanese fiction and visual culture through the lens of the love story, beginning with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and moving through a range of other relationships, including parental love and sacrifice, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. *The class and the readings are in English.*

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** 15

**Enrollment Preferences:** Students majoring or considering a major in Comparative Literature

**Expected Class Size:** 9

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 253 (D1) COMP 255 (D1)

**Attributes:** GBST East Asian Studies Electives

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Christopher A. Bolton

### ASIA 255 (F) Buddhism: Ideas and Practices

**Cross-listings:** ANTH 255 REL 255 ASIA 255

### Secondary Cross-listing

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and active participation; two essays

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 255 (D2) REL 255 (D2) ASIA 255 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives PHIL Related Courses

Fall 2022

**ASIA 266 (S) Confession and Deception in Japanese Literature**

**Cross-listings:** ASIA 266 ASST 266 COMP 266

**Secondary Cross-listing**

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shōnagon and Lady Nijō, through autobiographical and confessional novels by Sōseki, Tanizaki, Mishima, and Abe Kōbō, to documentary and subculture films like *The New God* and *Kamikaze Girls*. The class and the readings are in English; no familiarity with Japanese language or culture is required.

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** 25

**Enrollment Preferences:** students majoring or considering a major in Comparative Literature

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 266 (D1) ASST 266 (D1) COMP 266 (D1)

**Attributes:** GBST East Asian Studies Electives

**Not offered current academic year**

**ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

### **ASIA 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**

**Cross-listings:** REL 272 ARTH 272 ASIA 272 ASST 272

#### **Secondary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Requirements/Evaluation:** 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 272 (D2) ARTH 272 (D1) ASIA 272 (D1) ASST 272 (D1)

**Not offered current academic year**

### **ASIA 275 (F) Buddhist Material Culture**

**Cross-listings:** ANTH 275 REL 275 ASIA 275

#### **Secondary Cross-listing**

You've heard of the "material girl"(or boy), but what about the material Buddhist? What is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by Buddhist material culture? Shouldn't Buddhists be free of material things? Or, rather, who says that they have to be? This course encourages students to look beyond modernist ideals of Buddhism as merely a rational tradition about monks, manuscripts, and mindfulness. In this course, students are encouraged to take Buddhist "stuff", material culture, seriously. This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of theories of material religion, or the "material turn" in the study of religion; and (3) a sampling of the vast material- and spiritual worlds of Buddhist Asia, particularly China, Korea, Japan, Thailand and Myanmar. We begin by decolonializing Buddhism. Then, we trace the Humanities trend of the past couple decades that prioritizes material investigations that acknowledge the agency of not only humans but also that of objects/things/stuff. These theories also emphasize networks--among people, things, and spirits. We look closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. By the end of the semester, students will have a basic understanding of Buddhist concepts, will learn to value Buddhist material culture, and will be able to apply social theories of religion and things. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

**Requirements/Evaluation:** midterm exam; Four quizzes; final project presentation and encyclopedic essay (1,000 words)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 275 (D2) REL 275 (D2) ASIA 275 (D2)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Susanne Ryuyin Kerekes

### **ASIA 291 (F) Red Chamber Dreams: Reading China's Greatest Novel (WS)**

**Cross-listings:** ASIA 291 COMP 291

#### **Secondary Cross-listing**

Since it first began to circulate in manuscript in the mid-eighteenth century, Cao Xueqin's novel *Story of the Stone* (*Shitou ji*), also called *Dream of the Red Chamber* (*Honglou meng*), has captured the imaginations of readers young and old with its sprawling story of the coming-of-age of members of a wealthy family on the cusp of ruin. As critically acclaimed as it is beloved, *Story of the Stone* is widely regarded as China's greatest novel due to the intricacy of its narrative, the complexity of its characters, and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. The focus of this tutorial will be reading the 120-chapter novel. Students will have the option to read either in Chinese or English (though papers and class discussion will be in English). We will also read scholarly literature to learn about some of the major critical approaches to the novel, and about its enduring importance in the Chinese literary tradition.

**Requirements/Evaluation:** Tutorial papers (including revision of selected papers for a final portfolio) and responses.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Comparative literature majors and prospective majors; Asian Studies concentrators.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 291 (D1) COMP 291 (D1)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial individualized feedback on both writing and content from the instructor as well as the tutorial partner.

**Not offered current academic year**

### **ASIA 297 (F) Intermediate Korean**

**Cross-listings:** ASIA 297 CRKO 201

#### **Secondary Cross-listing**

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** CRKO 101-102

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus a contracted tutor and examiner in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 297 (D1) CRKO 201 (D1)

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

### **ASIA 298 (S) Intermediate Korean**

**Cross-listings:** ASIA 298 CRKO 202

#### **Secondary Cross-listing**

Continuation of intermediate skills in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exam.

**Prerequisites:** CRKO 201

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 298 (D1) CRKO 202 (D1)

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

### **ASIA 310 (S) Everyday Modernity in Japan**

**Cross-listings:** ASIA 310 HIST 317

#### **Secondary Cross-listing**

This course asks one overarching question: What is everyday life like in modern Japan? There, one often hears the words "modern" contrasted with "traditional." When talking about Japan itself, the former is usually coded as "western," and the latter as "Japanese." Many Japanese politicians and cultural authorities, with the help of Orientalist westerners, are happy to highlight this distinction to promote notions of Japanese uniqueness. However, though modernization in Japan did usher in tremendous, often traumatic changes, not every aspect of "modern" Japanese life came from the west, and not all western imports were/are unwelcome. Moreover, many cultural imports, such as concrete buildings and the consumption of red meat, are now interwoven into the fabric of daily life in Japan. This course examines the complex history of modernity in Japan within living memory, highlighting

on its presence in the daily lives of ordinary residents of Japan. What do people eat? Where do they live? How do they think about themselves and their neighbors? We will start with the Pacific War (1937-45), but focus especially closely on postwar and contemporary Japan. We will first get a sense of the chronology and major themes in Japanese history from this time period, then explore five units, "sites of modernity" that zoom in on different but interrelated aspects of ordinary Japanese life: 1) Total War, 2) The City, 3) Work, 4) Food, 5) Race and Ethnicity. Sources and data will be drawn from scholarly works, videos, movies, websites, maps, brochures and ephemera, as well as other sources. Students will analyze these sources, discuss them and complete various assignments.

**Requirements/Evaluation:** Discussion participation, in-class exam, two 6-page analytic essays, job application assignment, syllabus unit design assignment

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 310 (D2) HIST 317 (D2)

**Attributes:** HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

### **ASIA 311 (S) Women and Art in East Asia (DPE)**

**Cross-listings:** ARTH 311 ASIA 311

#### **Secondary Cross-listing**

For over a thousand years, women in East Asia profoundly influenced the development of the visual arts, yet their formidable presence remains largely hidden. This seminar explores the critical roles women played as patrons, artists, and collectors of the arts in China, Korea, and Japan. We cover historical periods from the 10th century to the present day and discuss both traditional and nontraditional media including painting, sculpture, photography, and embroidery. Topics include didactic paintings for women in the Song court, calligraphy and painting as gendered modes of expression in Heian period Japan, the revival of Buddhist arts in Korea under the patronage of aristocratic women, and artworks by modern and contemporary artists that contest dominant representations of gender and sexuality. The course does not simply focus on artistic production, but also contextualizes these topics in light of emergent theorizations and readings on femininity, feminism, and the sexual politics of representation. Along with a final research paper, students will generate a substantial Wikipedia entry on a certain aspect of the course to promote the coverage of women and the arts online. No prior knowledge of Asian art history is required or assumed

**Requirements/Evaluation:** attendance, class participation and discussion, 5 object or reading response papers (2-3 pages), Wikipedia page editing project and presentation (5-7 minutes long), and 8-10-page final research paper (written in stages over the semester including a 10-15-minute presentation)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History, Asian Studies, Chinese, or Japanese majors, but open to all

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 311 (D1) ASIA 311 (D1)

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by exploring the construction of gender in relation to power. We discuss how Daoist, Confucian, Shinto, and Buddhist ideas historically shaped attitudes toward women and address the ways in which colonialism and Orientalism shaped understandings of gender differences and roles in East Asia. Students will be introduced to theoretical texts of

feminism and postcolonialism and learn to identify key issues to the feminist art historical project

Not offered current academic year

### **ASIA 312 (S) The Mughal Empire: Power, Art, and Religion in India**

**Cross-listings:** GBST 312 ASIA 312 REL 312 HIST 312

#### **Secondary Cross-listing**

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, several short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 20

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 312 (D2) ASIA 312 (D2) REL 312 (D2) HIST 312 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

### **ASIA 313 (F) The People's Republic: China since 1949**

**Cross-listings:** HIST 313 ASIA 313

#### **Secondary Cross-listing**

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

**Requirements/Evaluation:** active class participation, several short papers and a final research paper

**Prerequisites:** none (HIST 213 recommended)

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior History and Asian Studies majors

**Expected Class Size:** 12-20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 313 (D2) ASIA 313 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

**ASIA 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707**

**Cross-listings:** HIST 314 ARTH 314 ASST 314 ASIA 314

**Secondary Cross-listing**

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4-5 short papers and a final paper

**Prerequisites:** students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

**Enrollment Limit:** none

**Enrollment Preferences:** graduating seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2) ASIA 314 (D2)

**Attributes:** ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

**ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)**

**Cross-listings:** ASIA 315 HIST 315

**Secondary Cross-listing**

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final

analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

**Class Format:** This discussion-intensive class requires students to lead several discussion sections during the semester.

**Requirements/Evaluation:** Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 315 (D2) HIST 315 (D2)

**Difference, Power, and Equity Notes:** The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

### **ASIA 318 (S) A History of the Samurai**

**Cross-listings:** HIST 316 ASIA 318

#### **Secondary Cross-listing**

It is difficult to find a person unaware of the samurai. However, most people, both in Japan and abroad, engage with their idealized images rather than as an actual historical phenomenon. The aim of this course is to bring the samurai to life as a distinct status group that left an indelible mark on the history of Japan, and thereby to separate fact from fiction. We will also explore the creation of iconic images of the samurai, which continue to influence worldwide popular culture. We will use academic readings, primary sources, and other media to examine the samurai from their origins during the Heian period (8th to 12th centuries) to their official dissolution in the late 19th century. We will focus on their development as a special status group and explore how they managed to maintain their corporate identity for so long. We will trace the evolution of the samurai from rural enforcers to territorial magnates to bureaucrats. This evolution affected and was affected by the development of samurai warfare, ethics, aesthetics, religious practices, ideas relating to gender roles and other aspects of samurai life, which we will explore. We will see how these ideas and practices mediated their relations with household, society, and government. Finally, we will examine why samurai status was abolished at the start of the Meiji period, and how former samurai transformed into modern citizens. Students will engage in discussion, write essays, and complete immersive historical simulation assignments.

**Class Format:** This class features a semester-long immersive historical simulation where students work in teams to create samurai clans and navigate historical, as well as historically plausible, scenarios.

**Requirements/Evaluation:** Class participation, map creation assignment, four 2-page essays, semester-long immersive simulation (Samurai clan creation), final 6-page essay

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 316 (D2) ASIA 318 (D2)

**Attributes:** HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Viktor Shmagin

**ASIA 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319 ASIA 319

**Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2) ASIA 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**ASIA 320 (S) Emotions in Modern Japanese History**

**Cross-listings:** ASIA 320 ASST 320 HIST 320

**Secondary Cross-listing**

Emotions have been integral to the human experience--to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

**Requirements/Evaluation:** class discussion; response papers; research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors; prospective majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 320 (D2) ASST 320 (D2) HIST 320 (D2)

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

### **ASIA 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321 ASIA 321

#### **Secondary Cross-listing**

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Requirements/Evaluation:** class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2) ASIA 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

### **ASIA 322 (F) Brutal Buddhism: Buddhism & Violence**

**Cross-listings:** ANTH 321 ASIA 322 REL 322

#### **Secondary Cross-listing**

Buddhist-sanctioned violence is often met with incredulous reception. Why? Buddhists, including monks, are human too. The single-story narrative that praises Buddhism as a peaceful tradition is fallacy. This myopic view of Buddhism is a result of colonial and orientalist legacies that have shaped Euro-American perspectives. Building upon the intellectual and social history of that legacy, in this course, we study Buddhist brutality. The cases include: the persecution of the Hindu-Tamil minority in Sri Lanka; the genocide of Rohingyas in Myanmar, fueled by the influence of outspoken figures like the Buddhist monk Ashin Wirathu, a nationalist and leader of the anti-Islam group 969, whose sentiments are shared among Buddhists in southern Thailand along the Muslim Malay border. We also look at the Thai conscription of forty-thousand soldiers who fought in the Vietnam War with the blessings of Buddhist monks, and WWII's Japanese militarism supported by Zen Buddhism. The struggles for recognition of the nun's order in Southeast Asia, and East Asian women's soteriological limitations due to patriarchal structures, another kind of brutality, is also addressed. While these cases focus on Buddhist agencies of violence, war, and terror, we must consider political, economic, and socio-cultural factors. Students are

encouraged to pursue original research that moves beyond questions such as "How do we reconcile violent episodes enacted by Buddhists?", or "What justification is given for Buddhists to condone such acts?". We do discuss these concerns, but we will not prioritize philosophical approaches or religious ideals. Rather this course emphasizes considerations on how Buddhism, like any other religion (indeed, any "-ism"), can be weaponized. So, the question becomes, "why?". By the end of the semester, students will understand the importance of contextual analysis, positionality, globalization, and will be able to apply social theories of religion and violence.

**Requirements/Evaluation:** midterm exam; Four one-page written critical reading responses; final project presentation and essay (1,500-1,750 words)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 321 (D2) ASIA 322 (D2) REL 322 (D2)

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Susanne Ryuyin Kerekes

**ASIA 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

**ASIA 325 (S) The Arts of the Book in Asia (WS)**

**Cross-listings:** ASIA 325 ARTH 325

**Secondary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

**Requirements/Evaluation:** 3 essays, a final project/paper based on museum objects, wall label

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 325 (D1) ARTH 325 (D1)

**Writing Skills Notes:** Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz, Anne Peale

**ASIA 342 (S) Monuments and Miniatures: Architecture and Painting in India (WS)**

**Cross-listings:** ASST 342 ASIA 342 ARTH 342

**Secondary Cross-listing**

This tutorial is designed to provide an in-depth comparative study of two of the most important cultural expressions in the history of the Indian Subcontinent: Architecture and Painting. From sprawling pleasure gardens and palaces to iconic tomb complexes and temples, the built environment has served various cultural, religious and communal functions in India. Intimate in scale, and made primarily for an elite audience, miniature painting has also performed a key role in preserving and transmitting cultural values over time and space. Despite obvious differences in scale and scope, architectural monuments and miniature paintings produced for manuscripts and albums reflect similar creative impulses. They are also often linked through their relationship to text, and can be interpreted through contemporaneous literature. In the tutorial, students will be asked to make careful analyses of the iconography, symbolism and historical frameworks of monumental architecture and miniature painting in India. Original literature in translation and recent scholarly essays will help provide the framework for considering the artworks from the perspective of their patrons, creators and audiences. We will also consider the shifting roles and meanings of these artworks through the ages. For example, what was the original symbolism of the Taj Mahal, and how has it become a highly contested, political space in contemporary India? How did grand picture albums from the seventeenth century, made for some of the most powerful emperors in global history, function as tools for political self-fashioning? And what do their modern reception as part of Western museum collections tell us about the transformation of India during the British colonial period?

**Requirements/Evaluation:** bi-weekly writing assignments 5-7 pages in length, short peer response papers, field trips to local museums

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 342 (D1) ASIA 342 (D1) ARTH 342 (D1)

**Writing Skills Notes:** Bi-weekly 5-7 pages long papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **ASIA 344 (S) Taswikhana: Technique and Practice of Indian Drawing and Painting (DPE)**

**Cross-listings:** ASST 344 ASIA 344 ARTS 344

Secondary Cross-listing

Small in scale but vast in its representation, the world of Indian painting is famous for its stylized naturalism and mastery of line. It is an artistic practice whose legacy stretches back to at least the first century CE. This studio course will introduce students to the technique and practice of traditional Indian drawing and painting. The course is designed as a workshop in which students will learn to use materials and techniques of this art form. By engaging with a non-western traditional practice, the aim of the course is to expose students to a pluralistic engagement with art making. Students will learn paper and pigment preparation, as well as the basics of traditional drawing and painting techniques. The class will learn from studying a selection of original masterworks of Indian art from the Williams College Museum of Art that will be displayed in the Object Lab. Working with original artworks will help students situate the hands-on study of Indian painting practice alongside exemplary historical examples.

**Requirements/Evaluation:** Class participation, discussions and critiques, successful completion of all assignments and attendance

**Prerequisites:** none, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to studio and art history majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 344 (D1) ASIA 344 (D1) ARTS 344 (D1)

**Difference, Power, and Equity Notes:** The course invites students to engage with a pluralistic studio practice that is in stark contrast to mainstream modern and contemporary art practices. The course will follow a traditional, Indian workshop-style format which has its own particular rules and unique visual vocabulary. From the material preparation of pigments, paper and brushes, to the techniques of drawing and painting, the course will introduce students to an alternative, non-Western, mode of art making.

Not offered current academic year

### **ASIA 345 (S) The Meaning of Life and Politics in Ancient Chinese Thought**

**Cross-listings:** ASIA 345 PSCI 345 ASST 345

Secondary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *Yijing*, *Analects*, *Mencius*, *Daodejing*, *Zhuangzi*, and *Han Feizi*.

**Requirements/Evaluation:** two 5-page papers and one 15-page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference to seniors but all are welcome.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 345 (D2) PSCI 345 (D2) ASST 345 (D2)

**Attributes:** GBST East Asian Studies Electives LEAD Facets or Domains of Leadership PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

### **ASIA 352 (S) Global Health in the Transpacific (DPE)**

**Cross-listings:** AMST 352 STS 311 ASIA 352

#### **Secondary Cross-listing**

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

**Requirements/Evaluation:** Reading responses, two short review essays, and one seminar paper

**Prerequisites:** Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

**Enrollment Limit:** 12

**Enrollment Preferences:** Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 352 (D2) STS 311 (D2) ASIA 352 (D2)

**Difference, Power, and Equity Notes:** This course examines the inequalities that shape global health interventions.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

### **ASIA 354 (F) Nationalism in East Asia**

**Cross-listings:** ASIA 354 PSCI 354 HIST 318

#### **Secondary Cross-listing**

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to controversies in Japan about how history is portrayed in high school textbooks, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity and their historical development in East Asia. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

**Requirements/Evaluation:** 2-3 short papers; final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** in the following order, seniors, juniors, sophomores, then first-years

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 354 (D2) PSCI 354 (D2) HIST 318 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia PSCI Comparative Politics Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm George T. Crane

### **ASIA 389 (S) The Vietnam Wars (DPE)**

**Cross-listings:** LEAD 389 HIST 389 ASIA 389 ASST 389

#### **Secondary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 389 (D2) HIST 389 (D2) ASIA 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

**Attributes:** HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

**Not offered current academic year**

### **ASIA 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)**

**Cross-listings:** GBST 391 ASST 391 ASIA 391 HIST 391

#### **Secondary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd,

a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 391 (D2) ASST 391 (D2) ASIA 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

**ASIA 412 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T

will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

### **ASIA 416 (F) The Many Lives of Tokyo (WS)**

**Cross-listings:** ASIA 317 HIST 416 ASIA 416

Secondary Cross-listing

The city of Tokyo has had many lives from its early modern founding as the shogun's capital of Edo to its contemporary incarnation as a global megacity. This seminar explores how and why the city has changed--how an unassuming fishing village was transformed over four centuries into a vibrant early modern city of over a million people, the heart of a modern nation and metropole of an expansive empire, an emblem of urban cosmopolitanism, and a sprawling metropolis. Our focus will be on how people have lived, conceived, and shaped Edo/Tokyo. We will consider how different and various people have moved through the city; where and how they have lived, worked, and enjoyed themselves; how they have interacted with the natural and built environments; and how they have expressed their discontents with, and aspirations for, the city. Topics to be examined include: physical expansion, urbanization, and suburbanization; destruction and reconstruction from fires, earthquakes, and war; cultivation of opportunities to consume; and creation of urban popular cultures. The centerpiece of the seminar is the research and writing of a substantial and original paper that delves into a question of interest to you about the history of Tokyo.

**Requirements/Evaluation:** class participation, discussion posts, response papers, and a research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Asian Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 317 (D2) HIST 416 (D2) ASIA 416 (D2)

**Writing Skills Notes:** In addition to gaining fluency with shorter pieces of writing such as response papers, students will work on the research paper in stages. This will include the writing of drafts which will be workshopped with classmates. Students will also receive timely and substantial feedback on all of their writing from the professor.

**Attributes:** GBST East Asian Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Not offered current academic year

### **ASIA 425 (F) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan**

**Cross-listings:** ASIA 425 CHIN 425

Secondary Cross-listing

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the 20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society

that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format, this course is designed to develop linguistic proficiency at the levels of Advanced Low to Advanced Mid based on the ACTFL proficiency guidelines. Language partners will be arranged through collaboration with a graduate program in Chinese pedagogy in Taiwan for opportunities for in-depth discussions on course content.

**Class Format:** Mandarin Chinese will be the instructional language for this course. Semi-tutorial format, students will meet as a large group on one day for linguistic development and three to four people groups on other days for discussions.

**Requirements/Evaluation:** quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Majors in Chinese; DALLC; Asian Studies Concentration; seniors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 425 (D1) CHIN 425 (D1)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cecilia Chang

#### **ASIA 470 The Indian Economy: Development and Social Justice**

The Indian economy has (usually) grown rapidly in the last three decades, but poverty has declined relatively slowly, malnutrition remains high, and the sex ratio remains heavily biased against women. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such as trade, credit, or labor law? Or is the quality of governance primarily to blame? We will use the theoretical and quantitative methods of an economist to consider these questions.

**Requirements/Evaluation:** Short response papers to assigned readings; classroom presentations/commentary on assigned readings; empirical research project; classroom presentation of empirical research project; participation in classroom discussion.

**Prerequisites:** ECON 251 and 255, or equivalent, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** junior and senior economics majors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives GBST South + Southeast Asia Studies Electives JLST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

#### **ASIA 481 (F) History of Taiwan (WS)**

**Cross-listings:** ASIA 481 HIST 481

Secondary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 481 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Fall 2022

TUT Section: T1 TBA Anne Reinhardt

### **ASIA 493 (F) Senior Thesis: Asian Studies**

For students pursuing an Asian Studies senior thesis.

**Requirements/Evaluation:** The grade for the thesis will be determined by the thesis advisor and a faculty reader. The honors designation will be made by the Asian Studies Advisory Committee.

**Prerequisites:** na

**Enrollment Limit:** na

**Enrollment Preferences:** Asian Studies thesis writers only.

**Expected Class Size:** na

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Anne Reinhardt

### **ASIA 494 (S) Senior Thesis: Asian Studies**

For students pursuing an Asian Studies senior thesis.

**Requirements/Evaluation:** The grade for the thesis will be determined by the thesis advisor and a faculty reader. The honors designation will be made by the Asian Studies Advisory Committee.

**Prerequisites:** na

**Enrollment Limit:** na

**Enrollment Preferences:** Asian Studies thesis writers only.

**Expected Class Size:** na

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Anne Reinhardt

**ASIA 497 (F) Independent Study: Asian Studies**

Asian Studies independent study.

**Requirements/Evaluation:** na

**Prerequisites:** na

**Enrollment Limit:** na

**Enrollment Preferences:** na

**Expected Class Size:** na

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Anne Reinhardt

**ASIA 498 (S) Independent Study: Asian Studies**

Asian Studies independent study.

**Requirements/Evaluation:** na

**Prerequisites:** na

**Enrollment Limit:** na

**Enrollment Preferences:** na

**Expected Class Size:** na

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Anne Reinhardt

**Winter Study -----**

**ASIA 31 (W) Senior Thesis: Asian Studies**

For students pursuing an Asian Studies senior thesis.

**Class Format:** independent study

**Requirements/Evaluation:** The grade for the thesis will be determined by the thesis advisor and a faculty reader. The honors designation will be made by the Asian Studies Advisory Committee.

**Prerequisites:** na

**Enrollment Limit:** na

**Enrollment Preferences:** Asian Studies thesis writers only.

**Expected Class Size:** na

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Anne Reinhardt

**ASIA 99 (W) Independent Study: Asian Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Requirements/Evaluation:** A 10-page paper. Short paper and final project or presentation. Final project or presentation.

**Prerequisites:** NA

**Enrollment Limit:** 15

**Enrollment Preferences:** NA

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

IND Section: 01 TBA Anne Reinhardt

## ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Jay Pasachoff

- Marek Demianski, Visiting Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics; on leave 2022-2023
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major (administered jointly with the Physics Department) are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department site can be found at [astronomy.williams.edu](http://astronomy.williams.edu).

### ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

### Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or

geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

## **THE DEGREE WITH HONORS IN ASTRONOMY**

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

## **ASTROPHYSICS MAJOR**

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

### **Major Requirements for Astrophysics**

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

### **THE DEGREE WITH HONORS IN ASTROPHYSICS**

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

### **STUDY ABROAD**

#### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **ASTR 101 (F) Stars: From Suns to Black Holes**

For the new era of "multimessenger astronomy" (not only light and its like but also particles from space and gravitational waves): What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What is the James Webb Space Telescope revealing about the earliest epochs of the Universe and about the atmospheres of planets around stars other than our Sun? What do we learn about our own Sun, and therefore about other stars like it, from total solar eclipses?

Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We pay special attention to recent exciting discoveries, including regular briefings and current emails plus bonus coverage of NASA's Perseverance rover on Mars with the participation of Williams alumni/ae. Topics include discoveries with the Hubble Space Telescope, the new James Webb Space Telescope, missions to discover planets around other stars, the latest huge telescopes such as the one that will be part of the Vera C. Rubin Observatory in Chile, and plans for the Nancy Grace Roman Space Telescope; how astronomers interpret the light received from distant celestial objects; and the Sun as a typical star. We discuss how pulsars and black holes result from the evolution of massive stars and how supermassive black holes lurk in galaxies/quasars. We discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astr 102 (solar system)/104 (galaxies/cosmology); students who have taken those courses are welcome.

**Class Format:** lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

**Requirements/Evaluation:** two hour tests, a final exam, an observing portfolio, and lab reports

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first enrolled

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff, Kevin Flaherty

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

## **ASTR 102 (S) Our Solar System and Others**

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars (with their alumni/ae participation!) found about that planet's past running water and suitability for life? How has knowledge about Pluto and Arrokoth beyond it been transformed by NASA's flybys and the associated ground-based studies with which Williams College faculty and students participated? Will asteroids or comets collide with the Earth again? What is a solar eclipse like and how do we prepare for the April 8, 2024, totality? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? What may the new James Webb Space Telescope reveal about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Kepler, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions, as well as plans and hopes for NASA's James Webb Space Telescope (which launched in December 2021). We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and

stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

**Class Format:** lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration.. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

**Requirements/Evaluation:** two hour tests, a final exam, an observing portfolio, and lab reports

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first enrolled

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Not offered current academic year

### **ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond**

It has been only about a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, producing also light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. With dozens of such events recorded by 2022, we are now therefore in the new era of multimessenger astronomy. Further, the James Webb Space Telescope (of NASA, European Space Agency, and the Canadian Space Agency, the NASA/ESA Hubble Space Telescope, and NASA's Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images have been available since 2022 are available] from NASA's/ESA's/CSA's James Webb Space Telescope. JWST observations starting with summer 2022, with those and other new telescopes on the ground (Vera C. Rubin Observatory) and in space (Nancy Grace Roman Space Telescope) soon to help to confirm and enlarge our understanding of the Big Bang and the early epochs of the Universe. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey, the European Space Agency's Gaia, and the Dark Energy Survey. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy "tension" between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

**Class Format:** lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

**Requirements/Evaluation:** two hour exams, a final exam, lab reports, and an observing portfolio

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Marek Demianski

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

### **ASTR 107 (F) Astrobiology**

**Cross-listings:** GEOS 107 ASTR 107

#### **Secondary Cross-listing**

Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, and modeling chemical fingerprinting tools used by Mars rovers. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal. This course requires no previous experience in the sciences. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Lectures will be partially flipped with student responsible for watching videos before class; class time will be split between short lectures, small group activities, and class discussions. Lab groups will meet in person every other week and have group project work on alternate weeks that may be done virtually or in person.

**Requirements/Evaluation:** Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal.

**Prerequisites:** none

**Enrollment Limit:** 46

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 46

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course counts towards the GEOS Group B Electives - Sediments and Life

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 107 (D3) ASTR 107 (D3)

**Attributes:** GEOS Group B Electives - Sediments + Life

**Not offered current academic year**

### **ASTR 111 (F) Introduction to Astrophysics (QFR)**

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

**Class Format:** The class has 6 afternoon labs. Nighttime observing sessions will occur throughout the semester.

**Requirements/Evaluation:** weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Enrollment Preferences:** potential Astronomy majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Marek Demianski, Kevin Flaherty

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

### **ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)**

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

**Class Format:** discussion, computer lab work, and observing

**Requirements/Evaluation:** weekly problem sets, lab work, and observing projects

**Prerequisites:** MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

**Enrollment Limit:** 14

**Enrollment Preferences:** Astronomy or Astrophysics majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

### **ASTR 217 (S) Planets and Moons**

**Cross-listings:** ASTR 217 GEOS 217

Secondary Cross-listing

This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** Reading journal, lab exercises, class participation

**Prerequisites:** any 100-level GEOS or any 100-level ASTR course, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences majors, Astronomy/Astrophysics majors, and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 217 (D3) GEOS 217 (D3)

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **ASTR 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

#### Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

### **ASTR 317 (S) Current topics in Planetary Geology (WS)**

**Cross-listings:** GEOS 317 ASTR 317

#### Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will

read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.

**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 317 (D3) ASTR 317 (D3)

**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **ASTR 330 (S) The Nature of the Universe**

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

**Class Format:** lecture/discussion, three hours per week

**Requirements/Evaluation:** two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course; course in the 33X sequence are meant as general education courses for students in all majors

**Distributions:** (D3)

Spring 2023

LEC Section: 01 Cancelled

### **ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)**

The matter between the stars--the interstellar medium--tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most

powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

**Class Format:** Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

**Requirements/Evaluation:** weekly problem sets, 10-page final paper, and observing projects

**Prerequisites:** ASTR 111 and PHYS 201 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Not offered current academic year

#### **ASTR 404 (S) Unsolved Problems in Galaxy Evolution**

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

**Requirements/Evaluation:** student's papers, responses to the partner's papers, and problem sets

**Prerequisites:** ASTR 111 and PHYS 142 or 151 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

#### **ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes**

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** classroom participation, homework assignments, a midterm exam and a final exam

**Prerequisites:** PHYS 201 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** physics, astrophysics, and astronomy majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Marek Demianski

### **ASTR 412 (F) Heliophysics**

**Cross-listings:** ASTR 412 PHYS 412

#### **Primary Cross-listing**

We study all aspects of the Sun, our nearest star. In addition to discussing our observations of recent eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the newer GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from spacecraft. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We also discuss transits of Mercury across the face of the Sun, most recently on November 11, 2019. We highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope. We discuss plans for observing future total solar eclipses, including those of December 4, 2021, near or over Antarctica; October 23, 2023, in northwestern Australia; and April 8, 2024, over Mexico and a U.S. path from Texas to northern New England.

**Requirements/Evaluation:** biweekly tutorial presentations; biweekly response to colleagues' presentations

**Prerequisites:** ASTR 111 or a 200-level Physics course; or permission of the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 412 (D3) PHYS 412 (D3)

**Not offered current academic year**

### **ASTR 493 (F) Senior Research: Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Jay M. Pasachoff

**ASTR 494 (S) Senior Research: Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Kevin Flaherty

**ASTR 495 (F) Senior Research: Astrophysics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

**ASTR 496 (S) Senior Research: Astrophysics**

**Cross-listings:** ASTR 496 PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 496 (D3) PHYS 496 (D3)

Not offered current academic year

**ASTR 497 (F) Independent Study: Astronomy or Astrophysics**

Astronomy independent study.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Jay M. Pasachoff

**ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)**

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

**Requirements/Evaluation:** Regular work with the instructor; submitted presentations and papers as agreed upon

**Prerequisites:** suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

**Enrollment Limit:** 10

**Enrollment Preferences:** research topic

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Substantial quantitative and formal reasoning are involved

Spring 2023

IND Section: 01 TBA Daniel P. Aalberts

**ASTR 499 (F)(S) Physics and Astronomy Colloquium**

**Cross-listings:** PHYS 499 ASTR 499

**Secondary Cross-listing**

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

**Class Format:** colloquium

**Requirements/Evaluation:** not a for-credit course

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Grading:** non-graded

**Unit Notes:** registration not necessary to attend

**Distributions:** No divisional credit

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 499 No divisional credit ASTR 499 No divisional credit

Fall 2022

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

Spring 2023

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

**Winter Study -----**

**ASTR 12 (W) Space Pioneering - Dreams, Math, and Steel on the Existential Boundary**

Over the Earth's five and a half billion year history, only within the last century have its evolved conscious inhabitants acquired the tentative means to travel across the Solar System. At the same moment, in the estimate of Oxford scientist - philosopher Toby Ord *The Precipice*, the total probability of existential catastrophe, including the risk of cometary impacts, climate change, pandemics, and nuclear war over the next one hundred years is as large as 1 in 6. Spacefaring commerce, already honed to astronomical observation, global communication, navigation, and weather-climate monitoring, could serve as a primary defense against life extinction. This course will consider the prospects for a spacefaring civilization, with an elementary, but physics-driven exposition of astronautics, celestial mechanics, lunar resources, space manufacturing, global warming mitigation, and the human settlement of Mars and other space environments - including the eventual possibility of interstellar flight. Students will be invited to apply quantitative reasoning to their critical exploration of global trends in resource consumption and human opportunities toward an open future, as potentially enabled by space technology, commerce, and culture. Elementary mathematical exposition and applications will emphasize conceptual/analog thinking, relying upon "back-of-the-envelope" scaling methods and graphical interpretation. Course grades will be primarily based on class attendance and individual projects. Although brief quantitative papers will be encouraged, students may choose to make an artistic, philosophical, or socially discursive response with their project. Class lectures of 6 to 8 hours per week will constitute the core instructional material, along with small group tutorials and student presentations of up to 3 hours per week. Weekly outside-of-class work including reading, research, or other creative activity can be expected to take approximately 10 hours

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** Although previous enrollment in physics, mathematics, or other science courses will be helpful, any Williams College student should be eligible to benefit from this Winter Study offering.

**Enrollment Limit:** 30

**Enrollment Preferences:** Should enrollment be over-subscribed, preference will be given to members of the junior/senior class, and with a view to balancing a mix of both science/math majors and non-majors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Michael Allison worked for many years as a Space Scientist at the NASA/Goddard Institute for Space Studies in New York City, also serving on several planetary flight projects, including the Cassini/Huygens mission to Saturn and Juno at Jupiter.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:30 pm Michael Allison

### **ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life**

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using NASA spacecraft data to search for new planets. This course, aimed at non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Coursework will consist of readings from popular science books aimed at a general audience, science-fiction short stories, and excerpts from science-fiction novels, in addition to 1-2 relevant feature films. The primary mode of instruction will be 6 hours per week of in-person class meetings including lectures, small-group activities, and optional evening observing sessions at the rooftop telescope. Evaluation will be based on a final 10-page paper, the topic and format of which is extremely broad.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, preference will be given to first years and sophomores. I am willing to open a second section if enrolment numbers permit. (e.g. we had 43 enrolled in 2022)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Rob Wittenmyer '98 is Professor of astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with more than 100 published planet discoveries.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Rob Wittenmyer

### **ASTR 31 (W) Senior Research: Astronomy**

To be taken by students registered for Astronomy 493, 494.

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Kevin Flaherty

### **ASTR 32 (W) Senior Research: Astrophysics**

To be taken by students registered for Astrophysics 495, 496.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Kevin Flaherty

**ASTR 99 (W) Independent Study: Astronomy or Astrophysics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jay M. Pasachoff

## ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Jay Pasachoff

- Marek Demianski, Visiting Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics; on leave 2022-2023
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major (administered jointly with the Physics Department) are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department site can be found at [astronomy.williams.edu](http://astronomy.williams.edu).

### ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

### Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or

geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

### **THE DEGREE WITH HONORS IN ASTRONOMY**

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

### **ASTROPHYSICS MAJOR**

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

#### **Major Requirements for Astrophysics**

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

### **THE DEGREE WITH HONORS IN ASTROPHYSICS**

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

### **STUDY ABROAD**

#### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **ASTR 101 (F) Stars: From Suns to Black Holes**

For the new era of "multimessenger astronomy" (not only light and its like but also particles from space and gravitational waves): What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What is the James Webb Space Telescope revealing about the earliest epochs of the Universe and about the atmospheres of planets around stars other than our Sun? What do we learn about our own Sun, and therefore about other stars like it, from total solar eclipses?

Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We pay special attention to recent exciting discoveries, including regular briefings and current emails plus bonus coverage of NASA's Perseverance rover on Mars with the participation of Williams alumni/ae. Topics include discoveries with the Hubble Space Telescope, the new James Webb Space Telescope, missions to discover planets around other stars, the latest huge telescopes such as the one that will be part of the Vera C. Rubin Observatory in Chile, and plans for the Nancy Grace Roman Space Telescope; how astronomers interpret the light received from distant celestial objects; and the Sun as a typical star. We discuss how pulsars and black holes result from the evolution of massive stars and how supermassive black holes lurk in galaxies/quasars. We discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astr 102 (solar system)/104 (galaxies/cosmology); students who have taken those courses are welcome.

**Class Format:** lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

**Requirements/Evaluation:** two hour tests, a final exam, an observing portfolio, and lab reports

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first enrolled

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff, Kevin Flaherty

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

## **ASTR 102 (S) Our Solar System and Others**

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars (with their alumni/ae participation!) found about that planet's past running water and suitability for life? How has knowledge about Pluto and Arrokoth beyond it been transformed by NASA's flybys and the associated ground-based studies with which Williams College faculty and students participated? Will asteroids or comets collide with the Earth again? What is a solar eclipse like and how do we prepare for the April 8, 2024, totality? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? What may the new James Webb Space Telescope reveal about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Kepler, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions, as well as plans and hopes for NASA's James Webb Space Telescope (which launched in December 2021). We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and

stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

**Class Format:** lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration.. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

**Requirements/Evaluation:** two hour tests, a final exam, an observing portfolio, and lab reports

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first enrolled

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Not offered current academic year

### **ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond**

It has been only about a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, producing also light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. With dozens of such events recorded by 2022, we are now therefore in the new era of multimessenger astronomy. Further, the James Webb Space Telescope (of NASA, European Space Agency, and the Canadian Space Agency, the NASA/ESA Hubble Space Telescope, and NASA's Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images have been available since 2022 are available] from NASA's/ESA's/CSA's James Webb Space Telescope. JWST observations starting with summer 2022, with those and other new telescopes on the ground (Vera C. Rubin Observatory) and in space (Nancy Grace Roman Space Telescope) soon to help to confirm and enlarge our understanding of the Big Bang and the early epochs of the Universe. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey, the European Space Agency's Gaia, and the Dark Energy Survey. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy "tension" between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

**Class Format:** lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

**Requirements/Evaluation:** two hour exams, a final exam, lab reports, and an observing portfolio

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Marek Demianski

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

### **ASTR 107 (F) Astrobiology**

**Cross-listings:** GEOS 107 ASTR 107

#### **Secondary Cross-listing**

Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, and modeling chemical fingerprinting tools used by Mars rovers. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal. This course requires no previous experience in the sciences. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Lectures will be partially flipped with student responsible for watching videos before class; class time will be split between short lectures, small group activities, and class discussions. Lab groups will meet in person every other week and have group project work on alternate weeks that may be done virtually or in person.

**Requirements/Evaluation:** Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal.

**Prerequisites:** none

**Enrollment Limit:** 46

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 46

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course counts towards the GEOS Group B Electives - Sediments and Life

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 107 (D3) ASTR 107 (D3)

**Attributes:** GEOS Group B Electives - Sediments + Life

**Not offered current academic year**

### **ASTR 111 (F) Introduction to Astrophysics (QFR)**

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

**Class Format:** The class has 6 afternoon labs. Nighttime observing sessions will occur throughout the semester.

**Requirements/Evaluation:** weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Enrollment Preferences:** potential Astronomy majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Marek Demianski, Kevin Flaherty

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

### **ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)**

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

**Class Format:** discussion, computer lab work, and observing

**Requirements/Evaluation:** weekly problem sets, lab work, and observing projects

**Prerequisites:** MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

**Enrollment Limit:** 14

**Enrollment Preferences:** Astronomy or Astrophysics majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

### **ASTR 217 (S) Planets and Moons**

**Cross-listings:** ASTR 217 GEOS 217

Secondary Cross-listing

This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** Reading journal, lab exercises, class participation

**Prerequisites:** any 100-level GEOS or any 100-level ASTR course, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences majors, Astronomy/Astrophysics majors, and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 217 (D3) GEOS 217 (D3)

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

**ASTR 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

**ASTR 317 (S) Current topics in Planetary Geology (WS)**

**Cross-listings:** GEOS 317 ASTR 317

Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will

read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.

**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 317 (D3) ASTR 317 (D3)

**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **ASTR 330 (S) The Nature of the Universe**

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

**Class Format:** lecture/discussion, three hours per week

**Requirements/Evaluation:** two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course; course in the 33X sequence are meant as general education courses for students in all majors

**Distributions:** (D3)

Spring 2023

LEC Section: 01 Cancelled

### **ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)**

The matter between the stars--the interstellar medium--tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most

powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

**Class Format:** Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

**Requirements/Evaluation:** weekly problem sets, 10-page final paper, and observing projects

**Prerequisites:** ASTR 111 and PHYS 201 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Not offered current academic year

#### **ASTR 404 (S) Unsolved Problems in Galaxy Evolution**

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

**Requirements/Evaluation:** student's papers, responses to the partner's papers, and problem sets

**Prerequisites:** ASTR 111 and PHYS 142 or 151 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

#### **ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes**

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** classroom participation, homework assignments, a midterm exam and a final exam

**Prerequisites:** PHYS 201 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** physics, astrophysics, and astronomy majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Marek Demianski

### **ASTR 412 (F) Heliophysics**

**Cross-listings:** ASTR 412 PHYS 412

#### **Primary Cross-listing**

We study all aspects of the Sun, our nearest star. In addition to discussing our observations of recent eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the newer GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from spacecraft. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We also discuss transits of Mercury across the face of the Sun, most recently on November 11, 2019. We highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope. We discuss plans for observing future total solar eclipses, including those of December 4, 2021, near or over Antarctica; October 23, 2023, in northwestern Australia; and April 8, 2024, over Mexico and a U.S. path from Texas to northern New England.

**Requirements/Evaluation:** biweekly tutorial presentations; biweekly response to colleagues' presentations

**Prerequisites:** ASTR 111 or a 200-level Physics course; or permission of the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 412 (D3) PHYS 412 (D3)

**Not offered current academic year**

### **ASTR 493 (F) Senior Research: Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Jay M. Pasachoff

**ASTR 494 (S) Senior Research: Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Kevin Flaherty

**ASTR 495 (F) Senior Research: Astrophysics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

**ASTR 496 (S) Senior Research: Astrophysics**

**Cross-listings:** ASTR 496 PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 496 (D3) PHYS 496 (D3)

Not offered current academic year

**ASTR 497 (F) Independent Study: Astronomy or Astrophysics**

Astronomy independent study.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Jay M. Pasachoff

**ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)**

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

**Requirements/Evaluation:** Regular work with the instructor; submitted presentations and papers as agreed upon

**Prerequisites:** suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

**Enrollment Limit:** 10

**Enrollment Preferences:** research topic

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Substantial quantitative and formal reasoning are involved

Spring 2023

IND Section: 01 TBA Daniel P. Aalberts

**ASTR 499 (F)(S) Physics and Astronomy Colloquium**

**Cross-listings:** PHYS 499 ASTR 499

**Secondary Cross-listing**

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

**Class Format:** colloquium

**Requirements/Evaluation:** not a for-credit course

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Grading:** non-graded

**Unit Notes:** registration not necessary to attend

**Distributions:** No divisional credit

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 499 No divisional credit ASTR 499 No divisional credit

Fall 2022

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

Spring 2023

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

**Winter Study -----**

**ASTR 12 (W) Space Pioneering - Dreams, Math, and Steel on the Existential Boundary**

Over the Earth's five and a half billion year history, only within the last century have its evolved conscious inhabitants acquired the tentative means to travel across the Solar System. At the same moment, in the estimate of Oxford scientist - philosopher Toby Ord *The Precipice*, the total probability of existential catastrophe, including the risk of cometary impacts, climate change, pandemics, and nuclear war over the next one hundred years is as large as 1 in 6. Spacefaring commerce, already honed to astronomical observation, global communication, navigation, and weather-climate monitoring, could serve as a primary defense against life extinction. This course will consider the prospects for a spacefaring civilization, with an elementary, but physics-driven exposition of astronautics, celestial mechanics, lunar resources, space manufacturing, global warming mitigation, and the human settlement of Mars and other space environments - including the eventual possibility of interstellar flight. Students will be invited to apply quantitative reasoning to their critical exploration of global trends in resource consumption and human opportunities toward an open future, as potentially enabled by space technology, commerce, and culture. Elementary mathematical exposition and applications will emphasize conceptual/analog thinking, relying upon "back-of-the-envelope" scaling methods and graphical interpretation. Course grades will be primarily based on class attendance and individual projects. Although brief quantitative papers will be encouraged, students may choose to make an artistic, philosophical, or socially discursive response with their project. Class lectures of 6 to 8 hours per week will constitute the core instructional material, along with small group tutorials and student presentations of up to 3 hours per week. Weekly outside-of-class work including reading, research, or other creative activity can be expected to take approximately 10 hours

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** Although previous enrollment in physics, mathematics, or other science courses will be helpful, any Williams College student should be eligible to benefit from this Winter Study offering.

**Enrollment Limit:** 30

**Enrollment Preferences:** Should enrollment be over-subscribed, preference will be given to members of the junior/senior class, and with a view to balancing a mix of both science/math majors and non-majors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Michael Allison worked for many years as a Space Scientist at the NASA/Goddard Institute for Space Studies in New York City, also serving on several planetary flight projects, including the Cassini/Huygens mission to Saturn and Juno at Jupiter.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:30 pm Michael Allison

### **ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life**

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using NASA spacecraft data to search for new planets. This course, aimed at non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Coursework will consist of readings from popular science books aimed at a general audience, science-fiction short stories, and excerpts from science-fiction novels, in addition to 1-2 relevant feature films. The primary mode of instruction will be 6 hours per week of in-person class meetings including lectures, small-group activities, and optional evening observing sessions at the rooftop telescope. Evaluation will be based on a final 10-page paper, the topic and format of which is extremely broad.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, preference will be given to first years and sophomores. I am willing to open a second section if enrolment numbers permit. (e.g. we had 43 enrolled in 2022)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Rob Wittenmyer '98 is Professor of astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with more than 100 published planet discoveries.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Rob Wittenmyer

### **ASTR 31 (W) Senior Research: Astronomy**

To be taken by students registered for Astronomy 493, 494.

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Kevin Flaherty

### **ASTR 32 (W) Senior Research: Astrophysics**

To be taken by students registered for Astrophysics 495, 496.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Kevin Flaherty

**ASTR 99 (W) Independent Study: Astronomy or Astrophysics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jay M. Pasachoff

## BIOCHEMISTRY AND MOLECULAR BIOLOGY (Div III)

Chair: Associate Professor Luana S. Maroja

### Advisory Committee

- Lois M. Banta, Chair and Halvorsen Professor for Distinguished Teaching and Research of Biology
- Pei-Wen Chen, Assistant Professor of Biology
- Amy Gehring, Philip and Dorothy Schein Professor of Chemistry, Director of the Science Center
- Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2022
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; affiliated with: Biology, Neuroscience
- David W. Loehlin, Assistant Professor of Biology
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; affiliated with: Biology, Biochemistry&Molecular Bio Pgr
- Robert M. Savage, Charles L. MacMillan Professor in Natural Sciences; on leave Fall 2022
- Steven J. Swoap, Howard B. Schow '50 and Nan W. Schow Professor of Biology; on leave Fall 2022
- Claire S. Ting, Professor of Biology
- Damian Turner, Assistant Professor of Biology; on leave Fall 2022

Biochemistry and molecular biology are dynamic fields that lie at the forefront of science. Through elucidation of the structure and function of biologically important molecules (such as nucleic acids, lipids, proteins, and carbohydrates) these disciplines have provided important insights and advances in the fields of molecular engineering (recombinant DNA technology, "intelligent" drug design, "in vitro evolution"), genomics and proteomics, signal transduction, immunology, developmental biology, and evolution.

The Biochemistry and Molecular Biology Program is designed to provide students with an opportunity to explore living systems in molecular terms. Biochemistry and molecular biology are at the interface between the chemical and biological methods of looking at nature; therefore, the program draws heavily from these disciplines. While chemistry is concerned with the relationship between molecular structure and reactions, and biology focuses on cells and organisms, biochemistry and molecular biology probe the details of the structures and interactions of molecules in living systems in order to provide the foundation for a better understanding of biological molecules both individually and as members of more complex structures.

### PROGRAM

While aspects of biochemistry and molecular biology can be very diverse, a common set of chemical and biological principles underlie the more advanced topics. With this in mind, the program has been structured to provide the necessary background in chemistry and biology and the opportunity to study the many facets of the modern areas of the biochemical sciences. Students interested in the Biochemistry and Molecular Biology Program should plan their course selection carefully. Since it is expected that Biochemistry 321 and 322 would be taken in the junior year, students are advised to take the prerequisites for those courses in both chemistry and biology during their first two years at Williams. While the program is open to all students, it is expected that it will appeal primarily to majors in biology and chemistry because of the number of courses required in those fields. In addition to taking the required courses, students planning to complete the Biochemistry and Molecular Biology Program are strongly encouraged to elect courses in mathematics and physics.

The following interdepartmental courses serve as the core of the Biochemistry and Molecular Biology Program. BIMO 321 and 322 provide a comprehensive introduction to biochemistry. BIMO 401, the capstone course for the concentration, provides students the opportunity to examine the current scientific literature in a wide variety of BIMO-related research areas.

To complete the concentration in Biochemistry and Molecular Biology, a student must complete all of the required courses listed below, take at least one elective in biology and one elective in chemistry from the list below, and attend at least eight Biology and/or Chemistry Department colloquia. Since the Chemistry Department counts two biology courses and the Biology Department counts two chemistry courses toward the majors (each of which can be completed with only eight other courses), a student majoring in either chemistry or biology would have to take only two or three additional courses to complete the program.

### Required Courses

[BIMO 321 / BIOL 321 / CHEM 321\(F\) LEC Biochemistry I: Structure and Function of Biological Molecules](#)

Taught by: [Amy Gehring](#)

[Catalog details](#)

[BIMO 322 / BIOL 322 / CHEM 322\(S\) LEC Biochemistry II: Metabolism](#)

Taught by: [Pei-Wen Chen](#)

[Catalog details](#)

[BIMO 401\(S\) SEM Topics in Biochemistry and Molecular Biology](#)

Taught by: [Steven Swoap](#)

[Catalog details](#)

[BIOL 101\(F\) LEC The Cell](#)

Taught by: [Cynthia Holland](#), [Tim Lebestky](#)

[Catalog details](#)

[BIOL 102\(S\) LEC The Organism](#)

Taught by: [Allison Gill](#), [Robert Savage](#)

[Catalog details](#)

[BIOL 202\(F\) LEC Genetics](#)

Taught by: [David Loehlin](#)

[Catalog details](#)

[CHEM 151\(F\) LEC Introductory Chemistry](#)

Taught by: [Stephanie Christau](#)

[Catalog details](#)

[CHEM 153\(F\) LEC Concepts of Chemistry](#)

Taught by: [Bob Rawle](#)

[Catalog details](#)

[CHEM 155\(F\) LEC Principles of Modern Chemistry](#)

Taught by: [Lee Park](#)

[Catalog details](#)

[CHEM 156\(S\) LEC Organic Chemistry: Introductory Level](#)

Taught by: [Thomas Smith](#), [Kerry-Ann Green](#)

[Catalog details](#)

[CHEM 251\(F\) LEC Organic Chemistry: Intermediate Level](#)

Taught by: [Sarah Goh](#)

[Catalog details](#)

[CHEM 256\(S\) LEC Advanced Chemical Concepts](#)

Taught by: [Katie Hart](#)

[Catalog details](#)

## Elective Courses

Students can check with the program chair to see if other courses not listed here might count as electives.

[BIOL 305\(S\) LEC Evolution](#)

Taught by: [Luana Maroja](#)

[Catalog details](#)

[BIOL 308\(S\) LEC Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[BIOL 312 / NSCI 312\(F\) LEC Sensory Biology](#)

Taught by: [Heather Williams](#)

[Catalog details](#)

[BIOL 313\(S\) LEC Immunology](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[BIOL 315 LEC Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 319 / CHEM 319 / CSCI 319 / MATH 319 / PHYS 319\(S\) SEM Integrative Bioinformatics, Genomics, and Proteomics Lab](#)

Taught by: [Lois Banta](#)

[Catalog details](#)

[BIOL 326\(F\) LEC Cellular Assembly and Movement](#)

Taught by: [Pei-Wen Chen](#)

[Catalog details](#)

[BIOL 330\(S\) LEC Genomes: Structure, Function, Evolution](#)

Taught by: [David Loehlin](#)

[Catalog details](#)

[BIOL 407 / NSCI 347\(S\) SEM Neurobiology of Emotion](#)

Taught by: [Tim Lebestky](#)

[Catalog details](#)

[BIOL 410 SEM Nanomachines in Living Systems](#)

Taught by: [Pei-Wen Chen](#)

[Catalog details](#)

[BIOL 411 TUT Developmental Biology: From Patterning to Pathogenesis](#)

Taught by: [Robert Savage](#)

[Catalog details](#)

[BIOL 414\(F\) SEM Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[BIOL 418 SEM Signal Transduction to Cancer](#)

Taught by: [Robert Savage](#)

[Catalog details](#)

[BIOL 419\(S\) SEM Secrets of Enzymes: Fidelity, Promiscuity, and Disease](#)

Taught by: [Cynthia Holland](#)

[Catalog details](#)

[BIOL 430 TUT Genome Sciences: At the Cutting Edge](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[CHEM 324 LEC Enzyme Kinetics and Reaction Mechanisms](#)

Taught by: [Amy Gehring](#)

[Catalog details](#)

[CHEM 326 SEM Chemical and Synthetic Biology](#)

Taught by: [B. Thuronyi](#)

[Catalog details](#)

[CHEM 338 TUT Bioinorganic Chemistry: Metals in Living Systems](#)

Taught by: [Christopher Goh](#)

[Catalog details](#)

[CHEM 342 LEC Synthetic Organic Chemistry](#)

Taught by: [Thomas Smith](#)

[Catalog details](#)

[CHEM 344\(S\) TUT Physical Organic Chemistry](#)

Taught by: [Sarah Goh](#)

[Catalog details](#)

[CHEM 348\(S\) LEC Polymer Chemistry](#)

Taught by: [Stephanie Christau](#)

[Catalog details](#)

[CHEM 364 / ENVI 364\(S\) LEC Instrumental Methods of Analysis](#)

Taught by: [Michael Ihde](#), [Christopher Goh](#)

[Catalog details](#)

[CHEM 366\(S\) LEC Thermodynamics and Statistical Mechanics](#)

Taught by: [Anthony Carrasquillo](#)

[Catalog details](#)

[CHEM 367\(S\) LEC Biophysical Chemistry](#)

Taught by: [Bob Rawle](#)

[Catalog details](#)

## Colloquium Requirement

Concentrators must attend at least eight Biology and/or Chemistry Department colloquia. The Biology and Chemistry Departments hold colloquia on Friday afternoons during the fall and spring semesters. Scientists from other academic or research institutions are invited to present their research to students and faculty. There are approximately a dozen colloquia offered each semester among which BIMO concentrators may choose. Attendance at the honors student research presentations and the Biology/BIMO Alumni Reunion poster session also count toward the colloquium requirement. Concentrators may receive credit for colloquia attended during any of their semesters at Williams College.

## BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

### Primary Cross-listing

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological

behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

**BIMO 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Primary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

### **BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)**

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

**Class Format:** three hours per week

**Requirements/Evaluation:** class presentations and discussion, frequent short papers, and a final paper

**Prerequisites:** BIOL 202 and BIMO 321

**Enrollment Limit:** 12

**Enrollment Preferences:** those completing the BIMO concentration; open to others with permission of instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write seven literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

**Attributes:** BIMO Required Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Steven J. Swoap

### **Winter Study -----**

#### **BIMO 99 (W) Independent Study: Biochemistry and Molecular Biology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Luana S. Maroja

## BIOINFORMATICS, GENOMICS, AND PROTEOMICS (Div III)

### Advisory Committee

- Daniel P. Aalberts, Chair and Kennedy P. Richardson '71 Professor of Physics; affiliated with: Physics, Bioinformatics, Genomics & Pro
- Lois M. Banta, Chair and Halvorsen Professor for Distinguished Teaching and Research of Biology
- Julie C. Blackwood, Associate Professor of Mathematics
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience
- Pei-Wen Chen, Assistant Professor of Biology
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Joan Edwards, Samuel Fessenden Clarke Professor of Biology
- Amy Gehring, Philip and Dorothy Schein Professor of Chemistry, Director of the Science Center
- Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2022
- Cynthia K. Holland, Assistant Professor of Biology
- Bernhard Klingenberg, Professor of Statistics; on leave 2022-2023
- David W. Loehlin, Assistant Professor of Biology
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; affiliated with: Biology, Biochemistry&Molecular Bio Pgr
- Martha Marvin, Lecturer in Neuroscience
- Manuel A. Morales, Professor of Biology; on leave Fall 2022
- Anna M. Plantinga, Assistant Professor of Statistics
- Robert M. Savage, Charles L. MacMillan Professor in Natural Sciences; on leave Fall 2022
- B Thuronyi, Assistant Professor of Chemistry; on leave 2022-2023
- Claire S. Ting, Professor of Biology

Bioinformatics, genomics, and proteomics are rapidly advancing fields that integrate the tools and knowledge from biology, chemistry, computer science, mathematics, physics, and statistics in research at the intersection of the biological and informational sciences. Inspired by the enormous amount of biological data that are being generated from the sequencing of genomes, these new fields will help us pose and answer biological questions that have long been considered too complex to address. Research in genomics, proteomics, and bioinformatics will also significantly impact society affecting medicine, culture, economics, and politics.

The Bioinformatics, Genomics, and Proteomics curriculum involves faculty from the Biology, Chemistry, Computer Science, Mathematics/Statistics, and Physics departments and was designed to provide students with an understanding of these revolutionary new areas of investigation. Students interested in graduate work in bioinformatics, genomics, and proteomics should take the BiGP courses and their prerequisites. Interested students are also encouraged to participate in independent research with members of the advisory faculty as they explore the development of these new fields.

### BIGP Courses

#### **BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Primary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological

behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

**BIMO 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Primary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

### **BIOL 202 (F) Genetics (QFR)**

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, integrating multiple streams of evidence to map a mutation to the genome, determining the structure of a DNA plasmid using molecular tools.

**Class Format:** Lecture: three hours per week, Lab: three hours per week.

**Requirements/Evaluation:** bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 120

**Enrollment Preferences:** students interested in the Biology major

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

### **BIOL 305 (S) Evolution (QFR)**

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

**Requirements/Evaluation:** independent research project, problem sets, participation in discussions and exams

**Prerequisites:** BIOL 202

**Enrollment Limit:** 22

**Enrollment Preferences:** Seniors and biology majors

**Expected Class Size:** 22

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models to study population genetics.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2023

LAB Section: 02 W 1:00 pm - 4:00 pm Luana S. Maroja

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

### **BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Primary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

### **BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

### **BIOL 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

#### **Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

### **BIOL 330 (S) Genomes: Structure, Function, Evolution**

Genome sequencing technologies have opened the "book of life" to biologists. But making sense of genomes is still a work in progress. This course will examine central features of genomes, their evolution, and their contribution to human diseases such as cancer. Genome biology is a new field, and this presents the opportunity to learn science as it is being done. Biologists working today started out knowing nothing about core features of genomes, such as why most of the DNA is repetitive, or why segments of genes get removed in the RNA, or why silenced genes wake up in cancer cells. They began to find meaning by adopting dual perspectives of function and neutral evolution. Students will learn to walk these same paths and learn to evaluate for themselves what genome complexity means. In lab, students will develop hands-on and computational skills for investigating genome structural variation, then apply them in the second half of the semester in independent lab investigations.

**Class Format:** lectures, three hours a week; laboratory, three hours a week.

**Requirements/Evaluation:** Written responses to readings in primary literature; three take-home written exams; two laboratory reports; oral presentation of an independent laboratory project.

**Prerequisites:** BIOL 202

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the biology major.

**Distributions:** (D3)

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am David W. Loehlin

LAB Section: 02 M 1:00 pm - 4:00 pm David W. Loehlin

LAB Section: 03 Cancelled

### **BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)**

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary

biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

**Requirements/Evaluation:** five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

**Prerequisites:** BIOL 202 recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** open to juniors and seniors; senior Biology majors who have not taken a 400-level course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

### **CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

### **CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

### **CHEM 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

#### **Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic

pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

### **CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)**

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

**Requirements/Evaluation:** programming and written assignments, quizzes, examinations

**Prerequisites:** CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:

<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIGP Courses

Fall 2022

LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw  
LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw  
LEC Section: 02 MWF 9:00 am - 9:50 am Daniel W. Barowy  
LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw  
LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy  
LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy

Spring 2023

LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy  
LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern  
LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern  
LEC Section: 02 MWF 11:00 am - 11:50 am Daniel W. Barowy  
LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy  
LEC Section: 01 MWF 10:00 am - 10:50 am James M. Bern

### **CSCI 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315 CSCI 315

#### **Secondary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

### **CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication

events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

### **NSCI 322 (F) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology**

**Cross-listings:** NSCI 322 PSYC 312

#### **Secondary Cross-listing**

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

**Requirements/Evaluation:** class presentations, participation in discussions, two article previews (1-2 pages each), literature review (5 pages), research project proposal (5 pages), oral presentation of project proposal.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 322 (D3) PSYC 312 (D3)

**Attributes:** BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Victor A. Cazares

**PHYS 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315 CSCI 315

**Primary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

**PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with

permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **PSYC 312 (F) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology**

**Cross-listings:** NSCI 322 PSYC 312

**Primary Cross-listing**

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

**Requirements/Evaluation:** class presentations, participation in discussions, two article previews (1-2 pages each), literature review (5 pages), research project proposal (5 pages), oral presentation of project proposal.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 322 (D3) PSYC 312 (D3)

**Attributes:** BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Victor A. Cazares

### **STAT 410 (F) Statistical Genetics (QFR)**

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided

alongside the statistical and computational methods.

**Requirements/Evaluation:** project work, homework, exams, and contribution to discussion

**Prerequisites:** STAT 346 and STAT 360, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Statistics majors, juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

**Attributes:** BIGP Courses PHLH Statistics Courses

Not offered current academic year

## **BIOLOGY (Div III)**

**Chair: Professor Lois Banta**

- Lois M. Banta, Chair and Halvorsen Professor for Distinguished Teaching and Research of Biology
- Janis Bravo, Lecturer in Biology
- Deborah L. Carlisle, Instructor in Biology
- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
- Pei-Wen Chen, Assistant Professor of Biology
- Derek Dean, Senior Lecturer in Biology
- Joan Edwards, Samuel Fessenden Clarke Professor of Biology
- Allison L. Gill, Assistant Professor of Biology
- Cynthia K. Holland, Assistant Professor of Biology
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; affiliated with: Biology, Neuroscience
- David W. Loehlin, Assistant Professor of Biology
- Luana S. Maroja, Professor of Biology, Chair of Biochemistry & Molecular Biology Program; affiliated with: Biology, Biochemistry&Molecular Bio Pgr
- Manuel A. Morales, Professor of Biology; on leave Fall 2022
- Robert M. Savage, Charles L. MacMillan Professor in Natural Sciences; on leave Fall 2022
- Steven J. Swoap, Howard B. Schow '50 and Nan W. Schow Professor of Biology; on leave Fall 2022
- Claire S. Ting, Professor of Biology
- Damian Turner, Assistant Professor of Biology; on leave Fall 2022
- Vincent van der Vinne, Visiting Assistant Professor of Biology
- Heather Williams, William Dwight Whitney Professor of Biology; affiliated with: Biology, Neuroscience

The Biology curriculum has been designed to provide students with a broad base for understanding principles governing life processes at all levels, from biochemistry and cell biology to physiology to ecology and behavior. Courses emphasize fundamentals common to all sub-disciplines including the coupling of structure to function, the transfer of energy in living systems, communication, and the molding of diversity by the evolutionary process. In upper-level courses and in independent and honors research, students have the opportunity to investigate areas at the frontiers of modern biology.

Although the Biology major is specifically designed to provide a balanced curriculum in the broader context of the liberal arts, it is also excellent preparation for graduate studies in the life sciences and in the health professions.

### **MAJOR REQUIREMENTS**

In order to make the major accessible to students with diverse interests, required courses are kept to a minimum. The Biology major is satisfied by nine courses, as follows:

BIOL 101 The Cell

BIOL 102 The Organism

Any two 200-level electives with labs in which at least one faculty member is a member of the Williams College Biology Department. (Tutorials may not be used to fulfill this requirement.)

Any two 300-level electives. (Both of these must have an associated lab component).

Any one 400-level seminar course. (Honors thesis BIOL 493-494 do not fulfill this requirement).

Any two more courses which can be at the 200-, 300- or 400-level, OR any one such course plus two semesters of Organic Chemistry (CHEM 156/251).

Students in the Class of 2023 (or off-cycle members of the Class of 2024) who have already declared the Biology major may choose to fulfill either the major requirements above OR the previous major requirements:

- BIOL 101 The Cell
- BIOL 102 The Organism
- BIOL 202 Genetics
- Any two 300-level courses. Two 300-level electives (Both of these must have an associated lab component).
- One 400-level seminar course (Honors thesis BIOL 493-494 do not fulfill this requirement)
- Any three additional courses, which can be at the 200-, 300- or 400-level, OR any two such courses plus two semesters of Organic Chemistry (CHEM 156/251).

**Note:** Independent study courses and AMS 311 (Same as Biology 231) do not fulfill the 300-level or 400-level course requirements. WIOX 316 Biology: Evolution, in the Williams Oxford Program qualifies for major credit at the 200-level.

### **Distribution Requirement**

In order to ensure that majors in the Class of 2023 who choose to fulfill the previous major requirements broaden their knowledge of biology, one of their elective courses for the major must include an upper-level (200+) course covering biological processes at levels of organization above the cell. Courses that satisfy this distribution requirement are indicated in the individual course description.

### **COURSE SELECTION AND PLACEMENT**

It is preferable for students who plan to major in biology, or think they may be interested in doing so, to take Biology 101, 102 during their first year at Williams. It is also possible to begin the Biology major during the sophomore year, although students should understand that it may require taking two or more biology courses during several semesters.

Students interested in biology, whether or not they intend to major in it, are encouraged to take Biology 101, 102. It is also possible, with permission of the instructor, to take Biology 203 Ecology, Biology 204 Animal Behavior and Biology 220 Field Botany without prerequisite. Other 100-level biology courses are designed specifically for students who do not intend to take additional upper-level courses in biology. All of these courses satisfy the Division III distribution requirement.

Beginning students should normally enroll in Biology 101 and 102. Students with unusually strong backgrounds in biology, such as those with outstanding performance on the College Board Biology Advanced Placement Test, may be permitted to elect a sophomore-level course in lieu of Biology 101 and/or Biology 102 upon successful completion of a departmental qualifying exam, administered during First Days.

The Biology Department encourages majors to have breadth in their course selections. Biology encompasses a wide spectrum of disciplines and uses different methodologies to approach research questions. Yet advances in each discipline of biology increasingly inform thinking throughout the field. We encourage biology majors to gain exposure to diverse conceptual frameworks and methodologies through their choice of courses.

### **COURSES RELATED TO THE BIOLOGY MAJOR**

Students planning to pursue their interest in biology and related fields after completing their undergraduate degrees are strongly encouraged to take one year of chemistry, at least one semester of mathematics (a course in statistics is recommended), and one semester of physics. Students may wish to check the requirements for graduate admission at relevant universities, and are also encouraged to consult with the Biology Department's graduate school advisor about prerequisites for admission to graduate programs.

### **BIOCHEMISTRY AND MOLECULAR BIOLOGY**

Students interested in Biochemistry and Molecular Biology (BIMO) should consult the general statement under Biochemistry and Molecular Biology.

### **BIOINFORMATICS, GENOMICS AND PROTEOMICS**

Students interested in Bioinformatics, Genomics and Proteomics (BiGP) should consult the general statement under Bioinformatics, Genomics and Proteomics. Biology majors interested in this field are strongly encouraged to enroll in Integrative Bioinformatics, Genomics, and Proteomics (Biology 319).

### **NEUROSCIENCE**

Students interested in Neuroscience (NSCI) should consult the general statement under Neuroscience.

### **PUBLIC HEALTH**

Students interested in Public Health (PH) should consult the general statement under Public Health.

### **ENVIRONMENTAL STUDIES**

Students interested in Environmental Studies (ENVI) should consult with Biology faculty members associated with the program and the general statement under Environmental Studies.

## **THE DEGREE WITH HONORS IN BIOLOGY**

In order to be recommended for the degree with honors, a Biology major is normally expected to have completed the equivalent of two semesters and a winter study (031) of independent research culminating in a thesis which demonstrates outstanding achievement of an original and innovative nature. Although the presentation of a thesis and associated oral presentation in the fall and poster defense in the spring are required for consideration for a degree with honors, their completion should not be interpreted as a guarantee of a degree with honors. The principal considerations in admitting a student to the program of independent honors research will be mastery of fundamental material and skills, ability to pursue independent study successfully, and demonstrated interest and motivation. Students interested in participating in the honors program should consult with the department early in the spring semester of the junior year; approval must be received before spring registration in the junior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory.

The minimum course requirements for a degree with honors in Biology are Biology 101, Biology 102, Biology 202, two 300-level biology courses (each of which must have a laboratory associated with it), one 400-level biology course, Biology 493, Biology 494, WSP 031, and any other two courses in biology (or any other one course and two semesters of Organic Chemistry). Note: A student who has a double major cannot count any course twice. For example, if a student is a Biology and Chemistry major, Organic Chemistry can only be counted in one of the two majors.

In addition to the normal honors route, which includes two semesters (Biology 493-494) and a winter study of research (WSP 031) during senior year, students have the option, subject to the approval of their thesis advisor, to begin the honors research during winter study junior year or during the second semester junior year. In general, thesis students who start during WSP or spring semester of their junior year are working on a project that requires winter or spring field work. Students beginning honors in winter study of junior year would take Biology 494 in the spring of their junior year followed by Biology 493 in the fall of their senior year; students beginning honors during the second semester of junior year would take Biology 494 that semester, followed by Biology 493 in the fall of senior year and winter study research in the winter of the senior year.

## **STUDY ABROAD**

Students planning on majoring in Biology are strongly advised to take Biology 202 before going abroad, since Biology 202 is required for the major and is a prerequisite for many upper-level courses; a Genetics course taken while studying away cannot substitute for Biology 202. Biology majors studying abroad may receive credit toward the major for at most two 200-level electives; the departmental distribution requirement can be satisfied through an appropriate course taken during study abroad. Students should meet with the Department's study abroad advisor to discuss study abroad options.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We usually want to see a syllabus.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, ideally complete syllabus including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Only two of the nine major course credits can be taken somewhere other than Williams.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. Courses taken for major credit anywhere other than Williams will only count as 200-level credit, regardless of the level or format of the course.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. BIOL 202 Genetics, 300-level lab courses, and 400-level senior seminar.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Genetics is only offered in the fall. Those late to the major need to be aware of this as Genetics is a prerequisite for most upper division courses.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

Courses that are focused on clinical areas of study, and courses in environmental studies that focus on policy or sociology rather than biology, would not be granted credit in biology.

### **CREDIT FOR COURSES AT OTHER INSTITUTIONS**

Students who enroll in study away programs may receive credit for up to two 200-level electives towards the biology major. Courses must be pre-approved by the Biology Department Study Away Advisor.

Students wishing to satisfy prerequisites for courses offered by the Biology Department with courses taken at other institutions should consult, in person, with a member of the Biology Department, prior to registering for the course that requires a prerequisite. Such consultations will include a review of the course syllabi and the transcripts of the relevant previous college work, and students should bring these materials with them.

### **RESEARCH AND THESIS COURSES**

Individual research projects must be approved by the department. Application should be made to the department prior to spring registration.

Note: Senior thesis and independent study courses do not count as 300-level or 400-level course requirements for the major. Only one research course (i.e., BIOL 297, BIOL 298, BIOL 493, or BIOL 494) may be counted towards the major requirements.

### **BIOL 100 (W) Biology of Exercise and Nutrition**

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; an examination of the inherent limits of the body to perform aerobic and anaerobic tasks; and long-term health consequences of a lifetime of activity or inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.

**Class Format:** Daily 10:15am-noon and 1:30-3:30pm

**Requirements/Evaluation:** Two examinations will make up 1/2 of the grade, with the other 1/2 of the grade from laboratory assignments. Laboratory assignments include pre-lab questions and post-lab data analysis.

**Prerequisites:** Permission of a dean.

**Enrollment Limit:** 15

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both BIOL 100 and BIOL 41.

**Distributions:** (D3)

Winter 2023

LEC Section: 01 M-F 10:15 am - 12:00 pm M-F 1:30 pm - 3:30 pm Steven J. Swoap

### **BIOL 101 (F) The Cell**

This course investigates cell structure and function as a consequence of evolutionary processes, and it stresses the dynamic properties of living systems. Topics include an introduction to biological molecules and enzyme action, membrane structure and function, energy exchange and design of metabolic systems, expression of genetic information, cell signaling, cell trafficking, the cell cycle, and cancer. Student-designed laboratory experiments and discussions based on primary biology literature will highlight how biological knowledge is created and understood.

**Class Format:** 3 hours of lecture per week and one laboratory/discussion per week (3 hours).

**Requirements/Evaluation:** hour tests, a final exam, lab reports, discussion assignments, and discussion participation

**Prerequisites:** none

**Enrollment Limit:** 45/lecture

**Enrollment Preferences:** first-year students

**Expected Class Size:** 180

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Required Courses NSCI Required Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Tim J. Lebestky  
LEC Section: 02 TR 9:55 am - 11:10 am Tim J. Lebestky  
LEC Section: 03 MW 11:00 am - 12:15 pm Cynthia K. Holland  
LEC Section: 04 TR 11:20 am - 12:35 pm Cynthia K. Holland  
LAB Section: 05 M 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 06 T 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 07 W 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 08 R 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 09 T 1:00 pm - 4:00 pm Deborah L. Carlisle  
LAB Section: 10 W 1:00 pm - 4:00 pm Deborah L. Carlisle  
LAB Section: 11 R 1:00 pm - 4:00 pm Deborah L. Carlisle

### **BIOL 102 (S) The Organism**

This course focuses upon the developmental and evolutionary processes that have given rise to a wide diversity of multicellular organisms. We consider many levels of biological organization, from molecular and cellular to individuals and populations in our examination of evolutionary concepts. Topics include meiosis and sexual reproduction, developmental and evolutionary mechanisms, and speciation with representative examples from a diversity of plants and animals. Readings are drawn from a variety of sources, including the recent primary literature.

**Requirements/Evaluation:** hour tests, a final exam and laboratory reports

**Prerequisites:** BIOL 101 or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 152

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Required Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Robert M. Savage  
LEC Section: 02 TR 11:20 am - 12:35 pm Robert M. Savage  
LEC Section: 03 MW 8:30 am - 9:45 am Allison L. Gill  
LEC Section: 04 MW 11:00 am - 12:15 pm Allison L. Gill  
LAB Section: 05 M 1:00 pm - 4:00 pm Derek Dean  
LAB Section: 06 T 1:00 pm - 4:00 pm Derek Dean  
LAB Section: 07 W 1:00 pm - 4:00 pm Derek Dean  
LAB Section: 08 R 1:00 pm - 4:00 pm Derek Dean  
LAB Section: 09 W 1:00 pm - 4:00 pm Janis E. Bravo  
LAB Section: 10 R 1:00 pm - 4:00 pm Deborah L. Carlisle

### **BIOL 120 (F) Biology Through The Media**

This course explores the foundational concepts examined in Williams's Introduction to Biology series through their expression in mass media: news outlets, television and feature films. Each topic will be presented through the lens of a "media story," either based in fact or fictional. The first half of the course investigates cell structure and function, paying special attention to how information is conveyed in a cell. The focus then shifts to the developmental and evolutionary processes that have given rise to the diversity of life. This is a qualitative-focused, non-majors course and, as such, the students are not expected to have much, if any, background in biology.

**Requirements/Evaluation:** midterm, two short papers, film screenings as a group outside of class and a final exam

**Prerequisites:** no prerequisites and may not be taken as credit towards the Biology major

**Enrollment Limit:** 80

**Enrollment Preferences:** Senior, juniors, sophomores and first-year students in that order

**Expected Class Size:** 40-60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Not offered current academic year

### **BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** ENVI 134 BIOL 134

Primary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of

resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

### **BIOL 135 (F) Evolution as Fact and Theory**

This course examines evolution as a science and its current and historical importance. Lectures focus on the evidence for evolution, the main evolutionary forces (natural selection and others) and the diversification processes that generate biodiversity. We will also explore recent evolutionary trends and discussions such as human evolution, heritability, personalized genomics, antibiotic and pesticide resistance, climate change, and the conflict between creationists and evolutionists. The course has a required day trip to the American Museum of Natural History in NYC.

**Requirements/Evaluation:** exams, panel discussion, short papers and participation

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Non biology majors, 1st year students

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** may not be taken as credit towards the Biology major; not open to students who took BIOL 305

**Distributions:** (D3)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Luana S. Maroja

### **BIOL 165 (F) Coral Reefs: Ecology, Threats, & Conservation**

**Cross-listings:** ENVI 265 BIOL 165 MAST 265

#### **Secondary Cross-listing**

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

**Requirements/Evaluation:** Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. First-Year, 2. Sophomores

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Does not count for Biology major credit.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 265 (D3) BIOL 165 (D3) MAST 265 (D2)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **BIOL 202 (F) Genetics (QFR)**

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, integrating multiple streams of evidence to map a mutation to the genome, determining the structure of a DNA plasmid using molecular tools.

**Class Format:** Lecture: three hours per week, Lab: three hours per week.

**Requirements/Evaluation:** bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 120

**Enrollment Preferences:** students interested in the Biology major

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

### **BIOL 203 (F) Ecology (QFR)**

**Cross-listings:** BIOL 203 ENVI 203

Primary Cross-listing

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

### **BIOL 204 (S) Animal Behavior**

Making sense of what we see while watching animals closely is both an enthralling pastime and a discipline that draws on many aspects of biology. Explanations can be found on many levels: evolutionary theory tells us why certain patterns have come to exist, molecular biology can help us understand how those patterns are implemented, neuroscience gives insights as to how the world appears to the behaving animal, endocrinology provides information on how suites of behaviors are regulated. The first part of the course focuses upon how descriptive studies provide the basis for formulating questions about behavior as well as the statistical methods used to evaluate the answers to these questions. We then consider the behavior of individuals, both as it is mediated by biological mechanisms and as it appears from an evolutionary perspective. The second half of the course is primarily concerned with the behaviors of groups of animals from a wide variety of vertebrate and invertebrate species, concentrating upon the stimuli, responses, and internal mechanisms that maintain social systems and on the selection pressures that drive animals toward a particular social system.

**Class Format:** six hours per week

**Requirements/Evaluation:** examinations, lab reports, and a research paper

**Prerequisites:** BIOL 102, or PSYC 101, or permission of instructor

**Enrollment Limit:** 32

**Enrollment Preferences:** Biology majors and Neuroscience concentrators

**Expected Class Size:** 32

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** COGS Interdepartmental Electives NSCI Group C Electives

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Manuel A. Morales

LAB Section: 02 T 1:00 pm - 4:00 pm Manuel A. Morales

LAB Section: 03 W 1:00 pm - 4:00 pm Manuel A. Morales

### **BIOL 205 (S) Physiology**

This lecture-based course examines principles, patterns, and mechanisms of biological function from the level of cells and tissues to the whole organism. The themes of the course include structure and function, mechanisms of regulation, control and integration, and adaptation to the environment. Examples of these themes are taken from a wide variety of organisms with a focus on vertebrates. Laboratories provide practical experience in measurement and experimental elucidation of physiological phenomena and functional analysis of gross structure.

**Requirements/Evaluation:** Daily practice problems, midterm exams, laboratory exercises, and a final exam

**Prerequisites:** BIOL 101; open to first-year students only with permission of instructor

**Enrollment Limit:** 72

**Enrollment Preferences:** Seniors, then juniors, then sophomores.

**Expected Class Size:** 72

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3)

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Vincent van der Vinne

LAB Section: 02 M 1:00 pm - 4:00 pm Vincent van der Vinne

LAB Section: 03 Cancelled

LAB Section: 04 W 1:00 pm - 4:00 pm Deborah L. Carlisle

LAB Section: 05 Cancelled

### **BIOL 211 (S) Paleobiology**

**Cross-listings:** GEOS 212 BIOL 211

**Secondary Cross-listing**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** One day field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** Weekly lab assignments, frequent short quizzes and writing assignments, and a final project with a written and oral presentation component.

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 24

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 212 (D3) BIOL 211 (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

## **BIOL 212 (F) Neuroscience**

**Cross-listings:** BIOL 212 NSCI 201 PSYC 212

### **Secondary Cross-listing**

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm exams, and a final exam.

**Prerequisites:** PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

**Enrollment Limit:** 72

**Enrollment Preferences:** Sophomores and Biology and Psychology majors

**Expected Class Size:** 72

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

**Attributes:** COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Matt E. Carter, Shannon Moore

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

## **BIOL 219 (F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (WS)**

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

**Requirements/Evaluation:** six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores who have taken BIOL 202, students interested in public health

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** We work deliberately throughout the semester on writing skills including construction of a written argument and logical flow as well as mechanics. Students write six 4-5-page papers, alternating weekly between papers and written critiques of their partner's writing. Based on substantive feedback from the instructor as well as their partner, students revise and resubmit two of their six papers.

**Attributes:** PHLH Biomedical Determinants of Health

Not offered current academic year

### **BIOL 220 (S) Field Botany and Plant Natural History**

**Cross-listings:** ENVI 220 BIOL 220

#### **Primary Cross-listing**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

**Class Format:** both field and indoor laboratories

**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Materials/Lab Fee:** There is a charge for the lab manual (\$20); the sketchbook (\$5) and hand lens (\$20) can be self-provided or purchased from the department

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 220 (D3) BIOL 220 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

### **BIOL 222 (S) Essentials of Biochemistry (QFR)**

This course will explore the biochemistry of cellular processes and contextualize these processes in healthy and diseased states. Lecture topics in this one semester course will include the structure and function of proteins (enzymes and non-enzymatic proteins), lipids, and carbohydrates. Lectures will also survey the major metabolic pathways (carbohydrates, lipids, and amino acids) with particular attention to enzyme regulation and the integration of metabolism in different tissues and under different metabolic conditions. In the discussion/laboratory component of the course a combination of primary literature, hypothesis-driven exercises, problem solving, and bench work will be used to illustrate how particular techniques and experimental approaches are used in biochemical fields.

**Class Format:** in-person lecture and lab

**Requirements/Evaluation:** Four exams, in-class discussion of papers, short writing assignments and lab reports.

**Prerequisites:** BIOL 101 and CHEM 156; not open to students who have taken BIOL 321 or BIOL 322

**Enrollment Limit:** 18

**Enrollment Preferences:** seniors who need to fulfill the biochemistry requirement for premedical school

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the biology major in addition to either BIOL 321 or BIOL 322; cannot be counted towards the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

Not offered current academic year

### **BIOL 231 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

#### Secondary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

### **BIOL 297 (F) Independent Study: Biology**

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the

department.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Lois M. Banta

**BIOL 298 (S) Independent Study: Biology**

Biology 200-level independent study. Each student carries out independent field or laboratory research under the supervision of a member of the department.

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Lois M. Banta

**BIOL 302 (F) Communities and Ecosystems (QFR)**

**Cross-listings:** ENVI 312 BIOL 302

**Primary Cross-listing**

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

**Requirements/Evaluation:** lab reports, a midterm exam, a term project presentation, and a final project paper

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

**Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 312 (D3) BIOL 302 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

**Not offered current academic year**

**BIOL 305 (S) Evolution (QFR)**

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

**Requirements/Evaluation:** independent research project, problem sets, participation in discussions and exams

**Prerequisites:** BIOL 202

**Enrollment Limit:** 22

**Enrollment Preferences:** Seniors and biology majors

**Expected Class Size:** 22

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models to study population genetics.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 02 W 1:00 pm - 4:00 pm Luana S. Maroja

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

### **BIOL 308 (S) Integrative Plant Biology: Fundamentals and New Frontiers**

Plants are one of the most successful groups of organisms on Earth and have a profound impact on all life. Successful use of plants in addressing global problems and understanding their role in natural ecosystems depends on fundamental knowledge of the molecular mechanisms by which they grow, develop, and respond to their environment. This course will examine the molecular physiology of plants using an integrative approach that considers plants as dynamic, functional units in their environment. Major emphasis will be on understanding fundamental plant processes, such as photosynthesis, growth and development, water transport, hormone physiology, and flowering, from the molecular to the organismal level. Environmental effects on these processes will be addressed in topics including photomorphogenesis, stress physiology, mineral nutrition, and plant-microbe interactions. Discussions of original research papers will examine the mechanisms plants use to perform these processes and explore advances in the genetic engineering of plants for agricultural, environmental, and medical purposes. Laboratory activities stress modern approaches and techniques used in investigating plant physiological processes.

**Class Format:** six hours per week

**Requirements/Evaluation:** short papers, lab reports and exams

**Prerequisites:** BIOL 101 and BIOL 102, or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives PHLH Nutrition, Food Security+Environmental Health

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Claire S. Ting

LAB Section: 02 T 1:00 pm - 4:00 pm Claire S. Ting

LAB Section: 03 W 1:00 pm - 4:00 pm Claire S. Ting

### **BIOL 311 (F) Neural Systems and Circuits**

**Cross-listings:** BIOL 311 NSCI 311

**Primary Cross-listing**

This course will examine the functional organization of the mammalian brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections encode sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the nervous system regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach,

considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Journal article discussions will complement course topics, providing experience in reading, understanding, and critiquing primary research papers. Writing an original literature review article will provide experience in expository writing and anonymous peer review. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

**Requirements/Evaluation:** Class participation, completion of labs, literature review assignment, hour exams, a final exam

**Prerequisites:** BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors and Neuroscience concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 311 (D3) NSCI 311 (D3)

**Attributes:** NSCI Group A Electives

Not offered current academic year

### **BIOL 312 (F) Sensory Biology**

**Cross-listings:** BIOL 312 NSCI 312

Primary Cross-listing

How do animals sense properties of the physical world? How do they convert physical or chemical energy to a signal within a cell that carries information? How is that information represented? What are the limits on what can be sensed? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction and how these mechanisms constrain the types of information that the nervous system encodes and processes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world, and what adaptations allow some species to have "special" senses. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the mammalian retina), the constant reshaping of the olfactory system (chemical mapping of odors), what makes a touch stimulus noxious, and enhanced color vision (in birds, bees, and shrimp). Laboratory exercises will focus on the nematode *C. elegans*, an important model system, to explore and extend how we understand touch, temperature sensation, chemosensation, and light sensation.

**Requirements/Evaluation:** Four take-home exams, an independent group research project (proposal, followed by results/discussion), presentation about a non-standard sensory system, many short online quizzes, and lab + class participation.

**Prerequisites:** BIOL 101 and either BIOL 212/NSCI 201 or BIOL 205

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference to senior Biology majors who need a 300-level course; then to senior Neuroscience concentrators who need a Group A elective; then to Biology majors. Not open to students who have taken Biology 213.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 312 (D3) NSCI 312 (D3)

**Attributes:** BIMO Interdepartmental Electives NSCI Group A Electives

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Heather Williams

LAB Section: 02 W 1:00 pm - 4:00 pm Heather Williams

LAB Section: 03 R 1:00 pm - 4:00 pm Heather Williams

### **BIOL 313 (S) Immunology**

The rapidly evolving field of immunology examines the complex network of interacting molecules and cells that function to recognize and respond to agents foreign to the individual. In this course, we will focus on the biochemical mechanisms that act to regulate the development and function of the immune system and how alterations in different system components can cause disease. Textbook readings will be supplemented with current literature.

**Class Format:** Video lectures with in class discussions. Three hour laboratory each week

**Requirements/Evaluation:** exams, laboratory reports, and a research paper

**Prerequisites:** BIOL 202

**Enrollment Limit:** 24

**Enrollment Preferences:** Senior and then junior Biology majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Damian Turner

LAB Section: 02 T 1:00 pm - 4:00 pm Damian Turner

LAB Section: 03 R 1:00 pm - 4:00 pm Damian Turner

### **BIOL 315 (S) Microbiology: Diversity, Cellular Physiology, and Interactions**

The Covid pandemic and the alarming spread of antibiotic resistant bacteria are but two of the reasons for the resurgence of interest in the biology of viruses and microorganisms. This course will examine microbes from the perspectives of cell structure and function, genomics, and evolution. A central theme will be the adaptation of bacteria as they evolve to fill specific ecological niches, with an emphasis on microbe: host interactions that lead to pathogenesis. We will consider communication among bacteria as well as between bacteria and their environment. Topics include: microbial development, population dynamics, metagenomics, bioremediation, plant and animal defenses against infection, and bacterial strategies to subvert the immune system. We will also discuss a few viral examples, including SARS-CoV2, in the context of pathogen-host co-evolution and the immune system. In the lab, major projects will focus on the mammalian gut microbiome and the isolation and characterization of bacteria from natural environments. The lab experience will culminate in multi-week independent investigations. Readings will be comprised primarily of articles from the primary literature.

**Class Format:** lectures three hours a week and laboratory three hours a week

**Requirements/Evaluation:** three exams/writing assignments, responses to thought questions on readings, a lab report/notebook, and an oral presentation

**Prerequisites:** BIOL 202 or 203

**Enrollment Limit:** 24

**Enrollment Preferences:** senior and then junior Biology majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives PHLH Biomedical Determinants of Health

Not offered current academic year

### **BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Primary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

**BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

**Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

**BIOL 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

### **BIOL 326 (F) Cellular Assembly and Movement**

This course will focus on how multi-protein complexes are assembled to control key cellular processes in eukaryotic systems: 1) protein sorting and trafficking, 2) establishment and maintenance of cell architecture, and 3) mitosis, cell migration and tissue morphogenesis that require coordination of the membrane transport and cytoskeleton. The course will highlight involvement of these processes in pathological conditions. Laboratories will use mammalian tissue culture as a model system to study cellular functions. Important techniques in cell biology will be introduced in the first half of the semester; in the second half of the term, students will conduct a multi-week independent project. Textbook readings will be supplemented with primary literature.

**Class Format:** lectures, three hours a week; laboratory, three hours a week. The laboratory projects will require additional time outside of class hours.

**Requirements/Evaluation:** three exams, in-class discussion of papers, lab reports, an oral presentation and research paper based on an independent lab research project

**Prerequisites:** BIOL 202 or BIOL 212 or BIOL 222

**Enrollment Limit:** 24

**Enrollment Preferences:** senior and junior Biology majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

### **BIOL 329 (F) Conservation Biology**

**Cross-listings:** ENVI 339 BIOL 329

#### **Primary Cross-listing**

Conservation Biology focuses on protection of the Earth's biodiversity. This course starts with an overview of biodiversity including patterns of species richness, causes of species loss (extinction), and the critical contributions of biodiversity to ecosystem function and human welfare. Then we analyze ways to conserve biodiversity at the genetic, population, species and community/ecosystem levels. Labs are field oriented, and they focus on local New England communities and ecosystems. Labs emphasize knowing the dominant species in each system; they also stress how to collect and analyze the field data on ecological community structure and function that are critical to test hypotheses that relate to different conservation goals.

**Class Format:** lectures, discussions, and a weekly lab.

**Requirements/Evaluation:** Evaluation will be based on lab assignments, discussion participation, two exams and an independent project.

**Prerequisites:** BIOL 203/ENVI 203 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors, Environmental Studies majors, seniors, and juniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 339 (D3) BIOL 329 (D3)

**Attributes:** ENVI Natural World Electives

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joan Edwards

LAB Section: 02 W 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 R 1:00 pm - 4:00 pm Joan Edwards

### **BIOL 330 (S) Genomes: Structure, Function, Evolution**

Genome sequencing technologies have opened the "book of life" to biologists. But making sense of genomes is still a work in progress. This course will examine central features of genomes, their evolution, and their contribution to human diseases such as cancer. Genome biology is a new field, and this presents the opportunity to learn science as it is being done. Biologists working today started out knowing nothing about core features of genomes, such as why most of the DNA is repetitive, or why segments of genes get removed in the RNA, or why silenced genes wake up in cancer cells. They began to find meaning by adopting dual perspectives of function and neutral evolution. Students will learn to walk these same paths and learn to evaluate for themselves what genome complexity means. In lab, students will develop hands-on and computational skills for investigating genome structural variation, then apply them in the second half of the semester in independent lab investigations.

**Class Format:** lectures, three hours a week; laboratory, three hours a week.

**Requirements/Evaluation:** Written responses to readings in primary literature; three take-home written exams; two laboratory reports; oral presentation of an independent laboratory project.

**Prerequisites:** BIOL 202

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the biology major.

**Distributions:** (D3)

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am David W. Loehlin

LAB Section: 02 M 1:00 pm - 4:00 pm David W. Loehlin

LAB Section: 03 Cancelled

### **BIOL 335 (F) Chronobiology**

Internal clocks control nearly all aspects of physiology and behavior and allow organisms to anticipate the dramatic environmental changes between day and night. In this course we will focus on the organization of internal clocks at the molecular, organ and physiological levels. We will explore fundamental properties of biological clocks, how internal rhythms are synchronized with the environment and the means by which clocks drive physiological rhythms. Subsequently, we will investigate how endogenous clocks help organisms cope with rhythmic changes in our environment, and how disruption of our internal rhythms compromises health and wellbeing. Lectures will alternate with discussions of primary literature. During laboratory sessions we will explore the characteristics of the circadian system in a group of mice, followed by the design and execution of a research project in a small group of students. Working with mice will require time outside of regular scheduled class times, including the weekends. Grading will be based on 2 reports and 2 presentations of the lab components as well as 2 intermediate and 1 final exam.

**Requirements/Evaluation:** Evaluation will be based on three exams, two or three oral presentations, and two lab reports.

**Prerequisites:** BIOL 205 or BIOL 212/NSCI201

**Enrollment Limit:** 18

**Enrollment Preferences:** Senior, then junior biology majors and NSCI concentrators

**Expected Class Size:** 18

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** NSCI Group C Electives

Not offered current academic year

### **BIOL 337 (F) Evolutionary Ecology (QFR)**

Evolutionary ecology is an interdisciplinary field that integrates concepts in genetics, adaptation, and ecology to understand how evolution operates in the context of ecological communities. This course provides an overview of the discipline including foundational concepts in evolutionary demography, phenotypic plasticity, and population genetics. It also explores how breakthroughs in these topics provide a framework for advances in our understanding of the evolution of reproductive timing and ageing, interspecific interactions (e.g. competition, predation), cooperation, and altruism. The course combines lectures, readings, in-class discussion, and a lab section that includes a mixture of field, computer, and lab projects. Laboratories will give students practical, hands-on experience in how to develop, plan, and carry out evolutionary ecology research from start to finish.

**Class Format:** lecture, 3 hours per week; laboratory and discussion, 3 hours per week

**Requirements/Evaluation:** Evaluation will be based on lab assignments, two exams, discussion participation, and a written paper.

**Prerequisites:** BIOL 102, plus either BIOL 202 or BIOL 203 or equivalent

**Enrollment Limit:** 24

**Enrollment Preferences:** preference given to biology majors, seniors, and juniors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Evolutionary ecology uses concepts in genetics and ecology to understand how the frequency of alleles in a population changes over time. These changes are formalized in equations that describe these processes. Students will gain experience in utilizing these equations to describe, analyze, and predict the evolutionary outcome of ecological interactions for both theoretical and experimental purposes. Thus, the students will gain experience in solving systems of equations using algebra and in stat

Fall 2022

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

LAB Section: 03 Cancelled

### **BIOL 407 (S) Neurobiology of Emotion**

**Cross-listings:** BIOL 407 NSCI 347

Primary Cross-listing

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout and optogenetic mouse studies, for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing. We will focus initially on the neural circuits involved in fear, as a model for how human and animal emotion and physiology is studied, with special sessions on emotional responses to music and art, as well as discussions about burgeoning neurobiological research into the emotion of disgust. The larger goal of the course is to give students opportunities and experience in critical evaluation and discussion of primary scientific literature, and to develop and refine strategies on how to use scientific evidence in building arguments in essays.

**Class Format:** three hours per week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL212/NSCI201; open to juniors and seniors

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 407 (D3) NSCI 347 (D3)

**Attributes:** BIMO Interdepartmental Electives NSCI Group A Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Tim J. Lebestky

SEM Section: 02 TR 11:20 am - 12:35 pm Tim J. Lebestky

### **BIOL 410 (S) Nanomachines in Living Systems**

Through reading and discussing the primary literature, this course will explore how nanometer-sized biological molecules like proteins perform functions that require integration of information and transmission of force at much larger scales, microns and above. These nanoscale proteins will be considered as nanomachines that can transform a chemical energy into a mechanical one. We will focus on the cytoskeleton, which gives cells their shape, organizes the internal parts of cells and provides mechanical support for essential cellular processes like cell division and movement. An emphasis will be placed on how the biochemical properties of actin, actin-binding proteins and motors are used to generate mechanical force necessary for the respective biological function. Topics will include some controversial and emerging hypotheses in the field: sliding versus depolymerizing hypotheses for constriction of the contractile ring in cytokinesis, roles of cytoskeleton in pathogen entry and propagation, organelle dynamics, polarity establishment in cell migration, immunological synapse and neuronal function.

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL 202; open to juniors and seniors

**Enrollment Limit:** 20

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level course, then juniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

### **BIOL 411 (F) Developmental Biology: From Patterning to Pathogenesis**

A small number of developmental regulators coordinate the interplay between cell proliferation and specification of cell fates during animal development. The genetic basis of many of the cancer and degenerative diseases are, in fact, due to these same developmental regulators whose expression is misregulated in the adult. Through the reading of primary literature, this course in developmental biology will examine the mechanisms of gene expression of key regulators, the biological processes they mediate in the embryo, and how they become misregulated in proliferative and degenerative diseases.

**Requirements/Evaluation:** bi-weekly tutorial papers, oral commentaries, and tutorial discussion

**Prerequisites:** BIOL 202

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior Biology majors who have not taken a 400-level course followed by seniors then juniors in the major

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

## **BIOL 413 (F) Global Change Ecology**

**Cross-listings:** ENVI 423 BIOL 413

### **Primary Cross-listing**

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

**Class Format:** two 75-minute discussion sessions each week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL 203 or BIOL 305, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not yet taken a 400-level course

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 423 (D3) BIOL 413 (D3)

**Attributes:** ENVI Natural World Electives

**Not offered current academic year**

## **BIOL 414 (F) Life at Extremes: Molecular Mechanisms**

All organisms face variability in their environments, and the molecular and cellular responses to stresses induced by environmental change often illuminate otherwise hidden facets of normal physiology. Moreover, many organisms have evolved unique molecular mechanisms, such as novel cellular compounds or macromolecular structural modifications, which contribute to their ability to survive continuous exposure to extreme conditions, such as high temperatures or low pH. This course will examine how chaperonins, proteases, and heat- and cold-shock proteins are regulated in response to changes in the external environment. We will then consider how these and other molecular mechanisms function to stabilize DNA and proteins- and, ultimately, cells and organisms. Other extreme environments, such as hydrothermal vents on the ocean floor, snow fields, hypersaline lakes, the intertidal zone, and acid springs provide further examples of cellular and molecular responses to extreme conditions. Biotechnological applications of these molecular mechanisms in areas such as protein engineering will also be considered. Class discussions will focus upon readings from the primary literature.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** open to juniors and seniors who are Biology majors; all other students interested in this course should contact the professor; BIOL 202 recommended

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level course; then junior Biology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives MAST Interdepartmental Electives

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Claire S. Ting

### **BIOL 417 (S) Translational Immunology: From Bench to Bedside**

Recent advances in the field of immunology have led to the development of new approaches to prevent and treat diseases that affect millions of people worldwide. Drugs that modulate the body's natural immune response have become powerful tools in treating major diseases--infection, autoimmunity and cancer. This course will use readings from the primary literature to explore central themes involved in translating basic research to new clinical and therapeutic approaches. Topics will include vaccine development, autoimmunity and cancer immunotherapy.

**Requirements/Evaluation:** Class participation and 4 essays

**Prerequisites:** BIOL 202; open to juniors and seniors

**Enrollment Limit:** 12

**Enrollment Preferences:** senior biology majors who have not taken a 400-level course; then juniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** PHLH Biomedical Determinants of Health

Not offered current academic year

### **BIOL 418 (S) Signal Transduction to Cancer**

Division of normal cells is a highly regulated process based on input from both intrinsic and extrinsic signals. The cell's response to its environment affects all aspects of cell behavior: proliferation, death, differentiation and migration. The goal of the course is to understand the molecular mechanisms of signal transduction that guide normal cell behavior and how disruptions in this process can lead to cancer. We will focus on the Hedgehog-Gli signaling pathway that is activated in 30% of all known cancers. Genetic studies will serve as an introduction to the components of the pathway, followed by an examination of the molecular mechanisms of signal reception, transduction of intracellular information, scaffolding and transcriptional targets. The final section of the course will investigate how high throughput screens, medicinal chemistry studies and mouse models are used to identify small molecular inhibitors of pathway components. We will consider the effectiveness of these inhibitors in pharmacological studies, clinical trials and potential cancer treatments.

**Requirements/Evaluation:** four papers

**Prerequisites:** BIOL 202 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior and then junior Biology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

### **BIOL 419 (S) Secrets of Enzymes: Fidelity, Promiscuity, and Disease**

Living organisms have spent the past 4 billion years evolving proteins and enzymes that perform basic cellular functions to support life. Over time, duplications and mutations of these enzymes have led to novel reactions, pathways, and chemistries. To gain an appreciation for these molecular catalysts, we will start by considering how enzymes are synthesized and how errors are introduced and naturally corrected. We will then analyze the effects of beneficial errors on the evolution of new function and the effects of undesirable errors in human disease. The final section of this course will focus on how enzymes such as CRISPR/Cas9 act as 'molecular scissors' to cut DNA and how these enzymes can be used to correct errors. We will explore the implications of this field in active areas of biomedical research, including antibiotic resistance and personalized medicine. Discussions and writing assignments will focus on reading and critiquing the scientific literature.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** four 3- to 4-page papers and participation in discussions

**Prerequisites:** BIOL 202 recommended

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Cynthia K. Holland

### **BIOL 421 (S) Thermoregulation: From Molecules to Organisms**

Thermal physiology involves the study of molecular events, organ systems, and organism-environmental interactions that are involved with heat production and temperature maintenance. The area of thermal physiology has been around for over 100 years. However, only in the last 5-7 years has the science progressed to understanding basic fundamental mechanisms for generating and regulating heat production. This tutorial will focus on four questions: 1) how do organisms generate heat? 2) how do organisms sense the temperature in the environment? 3) how do organisms integrate information about the environment (temperature, humidity, time of day, etc.) with internal information (deep body temperature, energy stores, etc.) to regulate their metabolic production of heat? 4) how do animals make "the decision" to enter a state of torpor?

**Requirements/Evaluation:** five 4- to 5-page papers; five 1- to 2-page response papers; tutorial presentations; contribution to the intellectual enterprise

**Prerequisites:** BIOL 205 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** NSCI Group C Electives

Spring 2023

TUT Section: T1 TBA Steven J. Swoap

### **BIOL 425 (F) Coevolution (WS)**

Coevolution, defined as reciprocal adaptation between species, is central to understanding biological phenomena ranging from global patterns of biodiversity to the molecular mechanisms of evolution. The focus of this tutorial will be on coevolution as a paradigm for understanding species diversification.

**Requirements/Evaluation:** Evaluation will be based on 5 (4-5-page) papers, tutorial presentations, and the student's effectiveness as a critic.

**Prerequisites:** BIOL 203 or 305

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior biology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Each student will write five 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 1-page critiques of their partners' papers.

Not offered current academic year

### **BIOL 428 (S) Forests of the Future--Understanding Global Change through 'Big Science' Experiments**

Increases in atmospheric CO<sub>2</sub> and warming temperatures associated with global climate change affect the growth and physiology of plants and microorganisms and the cycling and storage of carbon and nutrients within terrestrial ecosystems. These changes cross scale and encompass complex feedbacks that are challenging to predict and understand. Over the past several decades, scientists have used large-scale global change experiments to depict the future of organisms and ecosystems in a CO<sub>2</sub>-enriched, warmer world. In this course, we will trace the progress of these experiments and evaluate our understanding of the effect of global changes on plant growth and physiology, microbial community composition and activity, and ecosystem nutrient cycling processes. We will then consider the interactive effects of multi-factor global changes and assess the promises and challenges of interpreting biological responses at the ecosystem level. Finally, we will investigate how experimental results can be integrated within models that describe and predict ecosystem function at a global scale. Throughout the course, we will consider how understanding gained from manipulative experiments can be used to inform and prioritize climate change mitigation strategies. Discussions and writing assignments will focus on reading and critiquing the scientific literature. Writing assignments will include two short writing assignments (3 pages each) and a final research proposal (6 pages), as well as formal written peer review. Students will gain experience revising scientific writing.

**Requirements/Evaluation:** Writing assignments will include two short writing assignments (3 pages each) and a final experimental/grant proposal (6 pages), as well as formal written peer review. Students will gain experience revising scientific writing.

**Prerequisites:** BIOL203 (Ecology) or BIOL302 (Communities and Ecosystems) or BIOL329 (Conservation Biology)

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior Biology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

### **BIOL 430 (S) Genome Sciences: At the Cutting Edge (WS)**

Research in genomics has integrated and revolutionized the field of biology, including areas of medicine, plant biology, microbiology, and evolutionary biology. Moreover, recent developments in "metagenomics" (genomic studies of entire communities of microorganisms in natural environments, such as the mammalian gut and the deep sea) and "metatranscriptomics" (studies of genome wide changes in expression and mRNA levels in natural communities of organisms) have generated unprecedented knowledge about the genomic potential of a community and the in situ biological activity of different ecological niches. In this course we will explore how research in these and related areas, including proteomics, have advanced our fundamental understanding of (1) organisms in the three domains of life, and their interactions and evolutionary relationships; (2) biological systems and environments, such as the human body, extreme environments, and the oceans; (3) strategies for solving global challenges in medicine, agriculture, energy resources, and environmental sciences. During the course, students will meet each week for one hour with a tutorial partner and the instructor. Every other week, students will present a written and oral critical analysis of the assigned research articles. On alternate weeks, students will question/critique the work of their colleague.

**Requirements/Evaluation:** five (4-5 page) papers, tutorial presentations, and the student's effectiveness as a critic

**Prerequisites:** BIOL 202 recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** open to juniors and seniors; senior Biology majors who have not taken a 400-level course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** BIMO, BIGP; does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Weekly written assignments consisting of four-page critique papers (five total during a semester) and two-page response papers (five total during a semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for

improvement.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Not offered current academic year

### **BIOL 435 (F) Causes of the obesity epidemic**

The prevalence of a host of metabolic diseases has increased dramatically in recent decades. The causes underlying these increases remain hotly contested. During this course we will discuss primary literature to better understand the mechanisms by which our body regulates energy metabolism and how this is shaped by our brain, genetics and evolution. Subsequently, we will explore how modern society has changed our metabolic environment and try to figure out what regulatory mechanisms should be targeted to reverse the obesity epidemic.

**Requirements/Evaluation:** Evaluation will be based on four 4-5 page papers and class participation.

**Prerequisites:** BIOL 205 or BIOL 212 / NSCI 201 or Permission of Instructor.

**Enrollment Limit:** 24

**Enrollment Preferences:** Senior Biology majors who have not taken a 400-level course, then junior Biology majors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Vincent van der Vinne

SEM Section: 02 TR 9:55 am - 11:10 am Vincent van der Vinne

### **BIOL 454 (F) Climate Change Physiology**

**Cross-listings:** BIOL 454 ENVI 454

Primary Cross-listing

Animals are increasingly faced with rapid climate change driven by human activities across the globe. How do they cope with challenges imposed by increasing temperature? And, how might physiological mechanisms at the organismal level scale up to influence population processes? This course uses an integrative approach to understand the impacts of climate change at multiple levels of biological organization in both terrestrial and aquatic environments. We examine physiological mechanisms underlying animal responses and the role of acclimation versus adaptation in coping with rapidly shifting thermal environments. We then consider the impacts of these mechanisms on whole organism performance and their consequences for population persistence. Finally, we learn the analytical tools used to incorporate physiological mechanisms into ecological models to predict future responses to global climate change. Class discussions will focus on readings drawn from the primary literature.

**Requirements/Evaluation:** Evaluation will be based on class participation and several short papers.

**Prerequisites:** BIOL 203 or BIOL 205, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Biology seniors who have not yet taken a 400 level course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 454 (D3) ENVI 454 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **BIOL 455 (S) Neural Regeneration**

**Cross-listings:** NSCI 455 BIOL 455

### Primary Cross-listing

Injury to the human nervous system can cause lasting impairment, but non-mammalian animals have prodigious capacity to regenerate neurons, regrow axons, and repair scars. What accounts for these differences? Regeneration can occur in multiple modes: replacement of injured neurons, repairs such as axonal regrowth to reconnect to a target structure, or repurposing existing neurons for new tasks through neural plasticity. We will explore the molecular foundations that underlie neuronal proliferation, neural plasticity, and inflammatory responses. We will consider the potential for translating these findings to inform treatments for humans who suffer from neural injury or neurodegenerative disease. Class discussions will focus on readings from the primary literature.

**Class Format:** Discussion, 3 hours per week

**Requirements/Evaluation:** Evaluation will be based on class participation, brief weekly responses, and four short research proposals.

**Prerequisites:** BIOL 212/NSCI 201 or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Biology seniors who have not yet taken a 400 level course and Neuroscience senior concentrators who need a Group A elective.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 455 (D3) BIOL 455 (D3)

**Attributes:** NSCI Group A Electives

Not offered current academic year

### BIOL 477 (S) Evolution of Species Coexistence

How can two or more species coexist if they compete for the same resources? Or when one preys on the other? Understanding species coexistence has been central to ecology since its inception. The question is important because species diversity is a defining characteristic of natural ecosystems. This course provides an in depth look into the theoretical and empirical evidence for species coexistence. It also explores how the evolution of interacting species can change the identity and number of species in a community thereby playing a key role in determining and maintaining species diversity. Finally, the course will address how this body of theory and empirical evidence can be used to predict how we might expect diversity to change with increases in human-caused disruptions to the natural environment.

**Requirements/Evaluation:** Evaluation will be based on participation in discussions, several short papers, and presentations.

**Prerequisites:** BIOL/ENVI 203

**Enrollment Limit:** 12

**Enrollment Preferences:** Biology seniors who have not yet taken a 400 level course

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

SEM Section: 01 Cancelled

SEM Section: 02 Cancelled

### BIOL 493 (F) Senior Thesis Research: Biology

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in their lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory. This is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** senior majors and concentrators are required to participate in Biology Colloquium, which is scheduled for most Fridays at 1:10 pm

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Lois M. Banta

### **BIOL 494 (S) Senior Thesis Research: Biology**

Each student prepares a thesis under the supervision of a member of the department. Thesis work can begin either in the spring of the junior or the fall of the senior year, and includes the Winter Study period of the senior year. The number of Biology Department faculty available to mentor research students and the number of students each can accommodate in her/his lab vary from year to year. Although the department will make every effort to provide an opportunity for students to conduct Honors research, you should be aware that it may not be possible to assign all applicants to a laboratory. This is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Lois M. Banta

### **BIOL 499 (F)(S) Biology Colloquium**

Scientists from around the country who are on the cutting edge of biological research come to talk about their work. Students of Biology at any level are welcome.

**Grading:** non-graded

**Unit Notes:** this is not a for-credit course; registration is not necessary to attend

**Distributions:** No divisional credit

Fall 2022

LEC Section: 01 F 1:10 pm - 2:25 pm Lois M. Banta

Spring 2023

LEC Section: 01 F 1:10 pm - 2:25 pm Lois M. Banta

### **Winter Study -----**

### **BIOL 10 (W) The Queen's Gambit**

We live in an era of customization. Cars, shoes and even your shampoo can be customized to fit your specific needs. 3-D printing has now become a common tool for prototyping and production of complicated and precise forms that not only provide mechanical function but also joy. This course explores the language of design and creation by printing a chess set using 3-D printing and Fusion 360 software. Each student will use the Fusion 360 program to design a Pawn, Rook, Bishop, Knight, Queen and King forms in a style of their choosing. We will then work with the Machine shop in the Hopper Science Center to print and finish these pieces in the styling of your choice. Post-production work may include added weights, and painting. We will meet three times a week for 2-hour sessions in the Hopper Science Center. The course will include in-class printing demonstrations, and digital problem solving to produce successful prints. Most printing will take place outside of class and will be your responsibility to complete. Chess boards will be provided for research and development and playing chess and the end of class will be strongly encouraged! Evaluation will be placed on the form and function of your finished chess board, as well as attendance and participation. A class-wide chess tournament will be hosted at the conclusion of the course. A 3-d printed trophy will be awarded. There is no prior experience in 3D design or playing chess required, but casually playing chess with peers is encouraged class time. Enrollment limited to 12 students. Cost to Student: \$45 to cover printing and post-production supplies.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** N.A.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Kim Faler is a visual artist working in a variety of mediums including digital programming and 3d printing. She received her MFA from the Cranbrook Academy of Art and has recently taught art at Mount Holyoke College and the University of Albany.

**Materials/Lab Fee:** \$60

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Kim Faler

### **BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES**

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough, and North Adams Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience or science expertise is necessary, and all training is provided. During the first week, Williams students will learn to set up fish matings and review BioEYES lesson plans on embryonic development and the genetics of fish pigmentation. In small groups, students will practice teach the hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Time commitment: Week 1 - approx. 6 hours total for program training and lesson preparation with additional outside-of-class time needed to create teaching posters, dates, and times TBD Weeks 2 & 3 - approx. 4 hours per day, times TBD dependent on elementary school schedules during the regular school day between 8:30 am and 3:00 pm. Week 4 - TBD; 4 hours per day if running a school program; minimal hours if not running an elementary school program.

**Requirements/Evaluation:** final project or presentation; review of pre and post survey assessments

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference to seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jennifer Swoap, a former 3rd-grade teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science in local elementary schools.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 M-F 10:00 am - 3:50 pm Jennifer C. Swoap, Renee Schiek

### **BIOL 13 (W) Introduction to Animal Tracking**

The course will meet twice a week for 5 hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4:00. Students are expected to have appropriate outdoor gear for winter. Students are required to create journals and site maps of their personal study areas, including all major features of the landscape, flora and fauna activity. Students will be expected to visit their study spots every day for a minimum of 1 hour of tracking journaling and data collection. Evaluation will be based on attendance, participation, a final presentation of their study sites, maps and journals, a field test and a 3 page research paper

**Requirements/Evaluation:** short paper and final project or presentation; field test of animal tracking skills

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** 10-12

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dan Yacobellis has been working with school children, teens and adults since 1997. Dan Created Tamakoce wilderness Programs in 2006 and runs programs on topics including tracking, friction fire making and other naturalist and primitive skills.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 3:50 pm Dan Yacobellis

### **BIOL 22 (W) Introduction to Biological Research**

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20 hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

**Class Format:** Independent study

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.

**Enrollment Limit:** 18

**Enrollment Preferences:** First years and sophomores

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 M-F 10:00 am - 3:50 pm Lois M. Banta

### **BIOL 31 (W) Senior Thesis: Biology**

Continuation of Senior Honors thesis research. Required of all thesis students.

**Requirements/Evaluation:** Ongoing writing of honors thesis.

**Prerequisites:** Honors thesis student

**Enrollment Limit:** 33

**Enrollment Preferences:** To be taken by students registered for Biology 493, 494.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

HON Section: 01 TBA Lois M. Banta

### **BIOL 41 (W) Biology of Exercise and Nutrition**

This class, intended for the non-scientist, focuses on the impact of exercise and nutrition on the human body. We will discuss topics such as how different types of training influence exercise performance; the changes that occur in the cardiovascular system during an exercise routine; an examination of the inherent limits of the body to perform aerobic and anaerobic tasks; and long-term health consequences of a lifetime of activity or

inactivity. We will also examine how nutrition and metabolism affect body composition. For example, we will rigorously and scientifically scrutinize the use of "fad" diets as a means to lose weight.

**Class Format:** Daily 10:15am-noon and 1:30-3:30pm

**Requirements/Evaluation:** Two examinations will make up 1/2 of the grade, with the other 1/2 of the grade from laboratory assignments. Laboratory assignments include pre-lab questions and post-lab data analysis.

**Prerequisites:** Permission of a dean.

**Enrollment Limit:** 15

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** 15

**Grading:** pass/fail only

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in both BIOL 100 and BIOL 41.

Winter 2023

LEC Section: 01 M-F 10:15 am - 12:00 pm M-F 1:30 pm - 3:30 pm Steven J. Swoap

### **BIOL 99 (W) Independent Study: Biology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Lois M. Banta

## CHEMISTRY (Div III)

**Chairs: Professor Lee Park (Fall) / Professor Thomas Smith (Spring)**

- Anthony J. Carrasquillo, Assistant Professor of Chemistry
- Stephanie Christau, Visiting Assistant Professor of Chemistry
- Amy Gehring, Philip and Dorothy Schein Professor of Chemistry, Director of the Science Center
- Christopher Goh, Associate Dean for Institutional Diversity, Equity and Inclusion, Professor of Chemistry; affiliated with: Institutional Diversity, Equity, and Inclusion, Chemistry
- Sarah L. Goh, Professor of Chemistry
- Kerry-Ann Green, Assistant Professor of Chemistry
- Katie M. Hart, Assistant Professor of Chemistry; on leave Fall 2022
- Michael H. Ihde, Visiting Assistant Professor of Chemistry
- Jenna MacIntire, Lecturer in Chemistry
- Lee Y. Park, William R. Kenan, Jr. Professor of Chemistry; on leave Spring 2023
- Enrique Peacock-López, Halford R Clark Professor of Natural Sciences
- Bob Rawle, Assistant Professor of Chemistry
- Jennifer K. Rosenthal, Instructor in Chemistry
- Thomas E. Smith, Chair and J. Hodge Markgraf '52 Professor of Chemistry; on leave Fall 2022
- Laura R. Strauch, Lecturer in Chemistry
- B Thuronyi, Assistant Professor of Chemistry; on leave 2022-2023
- Amanda K. Turek, Assistant Professor of Chemistry; on leave 2022-2023

### MAJOR

Through a variety of individual courses and sequential programs, the department provides an opportunity for students to explore the nature and significance of chemistry, an area of important achievement in our quest for knowledge about ourselves and the world around us. The student of chemistry is able to become aware of the special viewpoint of chemists, the general nature of chemical investigation, some of its important results, how these results are expressed, and something of their significance within the fields of science and in the area of human endeavor as a whole. The Chemistry major provides excellent preparation for graduate study in chemistry, biochemistry, chemical engineering, environmental science, materials science, medicine, and the medical sciences.

A major in chemistry can be achieved in several ways, preferably beginning in the student's first year at Williams, but also beginning in the sophomore year. Building on a foundation in general chemistry, organic chemistry, and physical chemistry, a student elects additional advanced courses to complete a major that is consistent with their background in other sciences, interests, and goals. A student's program might emphasize biochemistry, organic chemistry, physical chemistry, or inorganic chemistry, with additional courses available in analytical chemistry, environmental science, and materials science. Students considering a major in chemistry should consult with a member of the department as early as possible in order to plan a program which best suits their interests and abilities and which makes full use of their previous preparation.

All students begin their study in the department with either Chemistry 151, 153, or 155. Placement at the introductory level is based upon responses on the departmental survey and consultation with the faculty; results of the College Board Advanced Placement Test or the International Baccalaureate Exam are also taken into account.

The first year is completed with Chemistry 156. In the second year at the introductory level, students take Chemistry 251 (or 255) and Chemistry 256 (those students who complete 155 are exempted from 256). Completion of a Chemistry major requires either nine semester chemistry courses or eight semester chemistry courses plus two approved courses from among the following: Biology 101; Computer Science 134; Mathematics 130, 140, 150, 151; Physics 131, 141; or any courses in these departments for which the approved courses are prerequisites. CHEM 155 counts for two courses toward the major, but a single course toward graduation credit. Only one course designated as pass/fail may be counted towards the major. Starting at the 300 level, at least three of the courses taken must have a laboratory component. For all majors, at least one must be selected from Chemistry 361,

364, 366, or 367. (The specific course elected, in consultation with the chair or major advisor, will depend on the student's future plans.) In addition, the department has a number of "Independent Research Courses" which, while they do not count toward completion of the major, provide a unique opportunity to pursue an independent research project under the direction of a faculty member.

## Foundational Courses

### First Year

Fall: 151, 153 or 155 Gateway courses

Spring: 156 Organic Chemistry: Introductory Level

### Second Year

Fall: 251 (or 255) Organic Chemistry: Intermediate Level

Spring: 256 Advanced Chemical Concepts (or 300-level if completed 155)

## Elective Courses

319 Integrative Bioinformatics, Genomics, and Proteomics Lab

321 Biochemistry I-Structure and Function of Biological Molecules

322 Biochemistry II-Metabolism

324 Enzyme Kinetics and Reaction Mechanisms

326 Chemical and Synthetic Biology

335 Inorganic/Organometallic Chemistry

336 Materials Chemistry

338 Bioinorganic Chemistry: Metals in Living Systems

341 Toxicology and Cancer

342 Synthetic Organic Chemistry

343 Medicinal Chemistry

344 Physical Organic Chemistry

348 Polymer Chemistry

361 Quantum Chemistry and Chemical Dynamics

364 Instrumental Methods of Analysis

366 Thermodynamics and Statistical Mechanics

367 Biophysical Chemistry

368T Computational Chemistry and Molecular Spectroscopy

373 Environmental Fate of Organic Chemicals

## Independent Research Courses

393-W31-394 Junior Research and Thesis

397, 398 Independent Study, for Juniors

493-W31-494 Senior Research and Thesis

497, 498 Independent Study, for Seniors

For the purpose of assisting students in selecting a program consistent with their interests and possible continuation of their studies at the graduate level, the following groupings of electives and faculty advisors are suggested. However, a case can be made for selecting courses from the different groups.

**Biochemistry:** Chemistry 321, Chemistry 322, Chemistry 324, Chemistry 326, Chemistry 341, Chemistry 364, Chemistry 367. Students interested

in biochemistry should consult with Professors Gehring, Hart, Rawle, or Thuronyi.

**Organic Chemistry:** Chemistry 341, Chemistry 342, Chemistry 343, Chemistry 344, Chemistry 348, Chemistry 364, Chemistry 361, Chemistry 366, Chemistry 373. Students interested in organic chemistry should consult with Professors S. Goh, Green, Smith, Thuronyi, or Turek.

**Physical and Inorganic Chemistry:** Chemistry 335, Chemistry 336, Chemistry 338, Chemistry 361, Chemistry 364, Chemistry 366, Chemistry 368T. Students interested in physical chemistry should consult with Professors Carrasquillo or Peacock-López. Students interested in inorganic chemistry should consult with Professors C. Goh, Green, or Park. Students interested in materials science should consult with Professors S. Goh or Park. Students interested in environmental chemistry should consult with Professor Carrasquillo.

While any accepted route through the major would permit a student to proceed to graduate study in chemistry, four electives should be considered a minimum, and at least a semester of research is strongly recommended.

The department's curriculum is approved by the American Chemical Society (A.C.S.), a professional body of academic, industrial, and research chemists. The A.C.S. suggests the following courses for someone considering graduate study or work in chemistry or a related area: 151 (153 or 155), 156, 251 (255), 256, 321, 335, 364, 361 (366 or 367) and at least 3 courses (all of which must have a laboratory component or at least one must be a research course of 393 or above) from our remaining upper level electives: 319, 322, 324, 326, 336, 341, 342, 343, 344T, 348, 361, 366, 367, 368T, 393, 394, 397, 398, 493, 494, 497, 498, BIMO 401. Students are strongly encouraged (though not required) to pursue independent research in some form. In addition, students have also completed 2 semesters of calculus and 2 semesters of physics. Students completing these requirements can be designated Certified A.C.S. Majors.

### **BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIMO)**

Students interested in Biochemistry and Molecular Biology should consult with the general statement under the Biochemistry and Molecular Biology Program (BIMO) in the Courses of Instruction. Students interested in completing the BIMO program are also encouraged to complete the biochemistry courses within the chemistry major by taking 321, 322, 324, and 367 in addition to the first and second year required courses.

### **BIOINFORMATICS, GENOMICS, AND PROTEOMICS (BiGP)**

Students interested in Bioinformatics, Genomics, and Proteomics should consult the general statement under Bioinformatics, Genomics, and Proteomics in the Courses of Instruction. Students interested in these areas are also encouraged to complete the biochemistry courses within the chemistry major by taking 319, 321, 322, 324 and 367 in addition to the first and second year required courses.

### **THE DEGREE WITH HONORS IN CHEMISTRY**

The degree with honors in Chemistry provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, and to report on the nature of the work in two short oral presentations and in a written thesis.

Chemistry majors who are candidates for the degree with honors take the following in addition to a major outlined above:

Chemistry 493-W31-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are mastery of fundamental materials and skills, ability to pursue independent study successfully, and demonstrated student interest and motivation. In addition, to enroll in these courses leading to a degree with honors, a student must have at least a B- average in all chemistry courses or the permission of the chair. At the end of the first semester of the senior year, the department reviews the student's progress and determines whether the student is a candidate for a degree with honors. The designation of a degree with honors in Chemistry or a degree with highest honors in Chemistry is based primarily on a departmental evaluation of the accomplishments in these courses and on the quality of the thesis. Completion of the research project in a satisfactory manner and preparation of a well-written thesis usually results in a degree with honors. In cases where a student has demonstrated unusual commitment and initiative resulting in an outstanding thesis based on original results, combined with a strong record in all of their chemistry courses, the department may elect to award a degree with highest honors in Chemistry.

### **EXCHANGE AND TRANSFER STUDENTS**

Students from other institutions wishing to register for courses in chemistry involving college-level prerequisites should do so in person with a member of the Chemistry Department. Registration should take place by appointment during the spring semester prior to the academic year in which courses are to be taken. Students are requested to have with them transcripts of the relevant previous college work.

### **COURSES FOR NON-MAJORS WITH NO PREREQUISITES**

Students with principal interests outside of the sciences may extend a secondary school foundation in chemistry by electing a basic two-semester introductory course of a general nature or they may elect semester courses designed for non-majors. All courses in chemistry satisfy the divisional distribution requirement.

### **STUDY ABROAD**

Students who wish to complete a chemistry major (or chemistry requirements for pre-medical study) as well as to study abroad during their junior year are encouraged to begin taking chemistry in their first semester at Williams, and should consult with members of the department as early as

possible.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. We can give provisional approval in some cases if enough detail is available, but we always ask to see the details after the course is completed before signing off on the major credit.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, complete syllabus, including readings/assignments, and complete description of laboratory program. The biggest question is whether or not there is a lab component of the course and whether it is sufficient to fulfill the equivalent lab experience of Williams courses.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No official restrictions, but we advise our students to take the majority of their chemistry courses at Williams.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. We have several special requirements. Only one non-lab class can be used toward the upper-level major requirements. This is usually the restriction that causes difficulty with study abroad—where appropriate lab courses may not be available. One of the lab courses must also meet our departmental “quantitative requirement.” In principle, this could be met by a course taken abroad, but we would likely be more conservative in authorizing this equivalency.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No. In principle, all major requirements could be filled abroad, but laboratory programs abroad are not always sufficiently rigorous to meet our standards. We look for at least 40 hours of wet-lab time for the lab component. Importantly, this cannot be work in a professor's research lab, but must be “exercises” giving our students practice with standard techniques and methods of analysis.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The lab requirements that I've mentioned above are the main complicating factors. Also our first two years of (“introductory”) chemistry courses are taught in an unconventional way. If a student had not yet completed all four of those courses before studying abroad, they would need to be aware of special timing that might complicate things. For our first two years of instruction, we teach one semester of introductory chemistry followed by two semesters of organic chemistry, and top things off with a final semester of a course that is somewhat specific to Williams. There are ways to take “equivalent” courses elsewhere, but we would need to work very closely with the student to ensure that all of the pieces fit together appropriately.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date, but there may have been times when the lab component of a course was not sufficient and we were only able to assign major credit for a non-lab course instead of a course-with-a-lab.

## **CHEM 114 (S) The Science Behind Materials: Shaping the Past and Future of Society (QFR)**

We are surrounded by materials. They have fulfilled human needs since ancient times. From Phoenician glass to flexible OLED displays, materials have impacted society and changed the way humans lead their lives. What makes materials the way they are? Why are some brittle while others are ductile? How can we design materials with specific properties that will solve tomorrow's problems? To answer these questions, we have to think about materials at the atomic scale, looking at how their smallest building blocks organize into specific structures. In this course, we will explore the relationships between structure, processing, and properties for a range of materials including metals, ceramics, polymers, and composites. We will talk about some of the cutting-edge research that materials scientists are working on today, concluding with an outlook to potential applications of emerging technologies.

**Requirements/Evaluation:** Weekly quizzes and problem sets, two exams, and oral presentations.

**Prerequisites:** not appropriate for CHEM, BIOL, PHYS majors, or for those who have taken CHEM 151, 153, or 155

**Enrollment Limit:** 20

**Enrollment Preferences:** juniors and seniors; not appropriate for CHEM, BIOL, PHYS majors, or for those who have taken CHEM 151, 153, or 155

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CHEM 117 (S) Roses are Red, Violets are Blue: The Origins, Perception, and Impact of Color (QFR)**

Have you ever been tickled pink? Felt blue? Seen red?, Been green with envy? The course will consider color, starting with the physical and chemical origins of color (the electromagnetic spectrum, the absorption and emission of electromagnetic radiation, refraction, diffraction, incandescence, fluorescence, phosphorescence, iridescence). We will develop an understanding of chemical bonding and how that influences color. We will cover how we measure and describe color from a scientific perspective as well as how we can generate materials and devices with different color properties (liquid crystal displays, light emitting diodes for instance). From there we will discuss pigments used in works of art and textiles over time, the characteristics that make certain pigments suitable for particular applications. If we have time, we will touch on the historical and cultural impacts and meanings of different pigments and hues, the biological perception of color, and some color theory.

**Requirements/Evaluation:** exams, problem sets, quizzes, a paper, brief laboratory exercises, and a final paper/project

**Prerequisites:** non-science students; students who have taken any introductory chemistry or physics courses are ineligible

**Enrollment Limit:** 16

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will require students to become comfortable with some quantitative descriptions of light and its interaction with matter.

Not offered current academic year

### **CHEM 151 (F) Introductory Chemistry (QFR)**

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** electronic and written weekly problem set assignments, laboratory work and analysis, quizzes, two tests, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

**Expected Class Size:** 32

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Stephanie Christau

LAB Section: 02 M 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 03 T 1:00 pm - 5:00 pm Stephanie Christau

### **CHEM 153 (F) Concepts of Chemistry (QFR)**

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on experiment design, data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamentals of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** problem sets and/or quizzes, laboratory work, and exams

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 45/lecture

**Enrollment Preferences:** first-year students

**Expected Class Size:** 90

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 153 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Bob Rawle

LEC Section: 02 MWF 11:00 am - 11:50 am Bob Rawle

LAB Section: 03 M 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 04 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 05 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 06 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 07 T 8:00 am - 12:00 pm Laura R. Strauch

LAB Section: 08 W 7:00 pm - 11:00 pm Enrique Peacock-López

### **CHEM 155 (F) Principles of Modern Chemistry (QFR)**

This course is designed for students with a strong preparation in chemistry (including laboratory experience) in secondary school, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding AP Chemistry Exam score of 5 (or a 6 or 7 on the IB Exam, or

equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, catalysis, environmental, biological, and medicinal chemistry. Laboratory periods will focus on hands-on skills, data representation and analysis, scientific writing, exploration of the scientific literature, and other skills critical to students' development as scientists. This course is designed for students who are anticipating further study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** frequent short assignments in preparation for class, quantitative weekly problem sets, laboratory work and reports, an hour test, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 32

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** CHEM 155 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 8:00 am - 8:50 am Lee Y. Park

LAB Section: 02 M 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LAB Section: 03 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo

### **CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)**

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution, elimination and addition reactions. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quantitative problem solving, laboratory performance, three midterm exams, and a final exam

**Prerequisites:** CHEM 151 or 153 or 155 or permission of instructor

**Enrollment Limit:** 55/lecture

**Enrollment Preferences:** Seniors, juniors, sophomores, first-year students

**Expected Class Size:** 100

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem solving in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Spring 2023

LEC Section: 01 MWF 8:00 am - 8:50 am Thomas E. Smith

LEC Section: 02 MWF 9:00 am - 9:50 am Kerry-Ann Green  
LAB Section: 03 M 1:00 pm - 5:00 pm Kerry-Ann Green  
LAB Section: 04 T 1:00 pm - 5:00 pm Jenna L. MacIntire  
LAB Section: 05 W 1:00 pm - 5:00 pm Sarah L. Goh  
LAB Section: 06 R 1:00 pm - 5:00 pm Jenna L. MacIntire  
LAB Section: 07 M 1:00 pm - 5:00 pm Jenna L. MacIntire  
LAB Section: 08 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal  
LAB Section: 09 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

### **CHEM 251 (F) Organic Chemistry: Intermediate Level**

This course is a continuation of Chemistry 156 and it concludes the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. Specific topics include radical chemistry, an introduction to mass spectrometry and ultraviolet spectroscopy, the theory and chemical reactivity of conjugated and aromatic systems, the concepts of kinetic and thermodynamic control, an extensive treatment of the chemistry of the carbonyl group, alcohols, ethers, polyfunctional compounds, the concept of selectivity, the fundamentals of organic synthesis, an introduction to carbohydrates, carboxylic acids and derivatives, acyl substitution reactions, amines, and an introduction to amino acids, peptides, and proteins. The coordinated laboratory work includes application of the techniques learned in the introductory level laboratory, along with new functional group analyses, to the separation and identification of several unknown samples. Skills in analyzing NMR, IR, and MS data are practiced and further refined.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** midterm exams, problem sets, laboratory performance, including written lab reports, and a final exam

**Prerequisites:** CHEM 156 or permission of instructor

**Enrollment Limit:** 40/lecture

**Enrollment Preferences:** seniors, juniors, then sophomores

**Expected Class Size:** 90

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Sarah L. Goh  
LEC Section: 02 MWF 10:00 am - 10:50 am Sarah L. Goh  
LAB Section: 03 M 1:00 pm - 5:00 pm Kerry-Ann Green  
LAB Section: 04 T 1:00 pm - 5:00 pm Michael H. Ihde  
LAB Section: 05 W 1:00 pm - 5:00 pm Laura R. Strauch  
LAB Section: 06 R 1:00 pm - 5:00 pm Laura R. Strauch  
LAB Section: 07 Cancelled  
LAB Section: 08 W 1:00 pm - 5:00 pm Michael H. Ihde

### **CHEM 255 (F) Organic Chemistry: Intermediate Level--Special Laboratory Section**

*This course is a continuation of CHEM 156 and contains the same material as CHEM 251 except for the laboratory program described below:* The aim of this advanced laboratory section is to enrich and enhance the laboratory experiences of motivated students of recognized ability by providing a laboratory program that more closely resembles the unpredictable nature and immediacy of true chemical research. Students synthesize, isolate, and characterize (using a range of modern physical and spectroscopic techniques) a family of unknown materials in a series of experiments constituting an integrated, semester-long investigation. A flexible format is employed in which the students are responsible for helping to plan the course of their laboratory work based upon discussions with the instructor about the previous week's experimental results. Students are drawn from CHEM 156 with placement based upon student selection and nomination by the CHEM 156 instructor. Participants attend their regular CHEM 251 lecture but attend

the special laboratory section instead of a CHEM 251 laboratory section.

**Class Format:** lecture, three hours per week and laboratory, four hours per week; weekly one-hour discussion

**Requirements/Evaluation:** the requirements for the CHEM 251 lecture and performance in this special laboratory section including written laboratory reports and participation in discussions

**Prerequisites:** permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** course was developed under a grant from the Ford Foundation

**Distributions:** (D3)

Not offered current academic year

### **CHEM 256 (S) Advanced Chemical Concepts**

This course treats an array of topics in modern chemistry, emphasizing broad concepts that connect and weave through the various subdisciplines of the field--biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. It provides the necessary background in chemical science for students who are planning advanced study or a career in chemistry, biological science, geoscience, environmental science, or a health profession. Topics include coordination complexes, thermodynamics, electrochemistry, and kinetics. Laboratory sections will give students hands-on experience involving synthesis, characterization, and reactivity studies of coordination and organic complexes; spectroscopic analyses; thermodynamics; electrochemistry; and kinetics. Students will hone their skills in the presentation of results through written reports and worksheets.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** homework assignments, laboratory work, quizzes, midterm exam, and a final exam

**Prerequisites:** CHEM 251/255, or permission of instructor

**Enrollment Limit:** 30/lecture

**Enrollment Preferences:** seniors, juniors, then sophomores

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** for the BIMO concentration, CHEM 256 not required if CHEM 155 was taken

**Distributions:** (D3)

**Attributes:** BIMO Required Courses

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katie M. Hart

LEC Section: 02 MWF 11:00 am - 11:50 am Katie M. Hart

LAB Section: 03 M 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 04 T 1:00 pm - 5:00 pm Enrique Peacock-López

LAB Section: 05 W 1:00 pm - 5:00 pm Enrique Peacock-López

LAB Section: 06 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

### **CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play

a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

### **CHEM 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

#### **Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

### **CHEM 324 (S) Enzyme Kinetics and Reaction Mechanisms**

Enzymes are complex biological molecules capable of catalyzing chemical reactions with very high efficiency, stereo-selectivity and specificity. The study of enzymatically-catalyzed reactions gives insight into the study of organic reaction mechanisms in general, and into the topic of catalysis especially. This course explores the methods and frameworks for determining enzymatic reaction mechanisms. These methods are based on a firm

foundation of organic reaction mechanisms and chemical kinetics. We will investigate the major types of biochemical reactions, focusing on their catalytic mechanisms and how those mechanisms can be elucidated. We will lay the foundation for this mechanistic consideration with discussion of transition state theory, structure-reactivity relationships, steady state and pre-steady kinetics, use of isotopes, genetic modification, and other tools for probing enzymatic reactions. We will also examine the catalytic roles of a variety of vitamins and cofactors.

**Class Format:** three hours per week

**Requirements/Evaluation:** problem sets, quizzes, a midterm exam, a paper, and a final exam

**Prerequisites:** CHEM/BIOL/BIMO 321 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Chemistry majors or BIMO concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

### **CHEM 326 (S) Chemical and Synthetic Biology**

This course surveys the rapidly evolving, interdisciplinary and interconnected fields of chemical and synthetic biology. Chemical biology uses precise molecular-level manipulations to influence living systems from the bottom up, often by introducing components that are foreign to nature. Synthetic biology takes advantage of existing molecular technology and adopts an engineering mindset to reprogram life. Students will achieve literacy through immersion in chemical and synthetic biology. We will prioritize broad exposure to these fields, their vocabulary, culture, practices and ideas, through extensive engagement with the primary literature that expert practitioners use to teach themselves. The instructor will guide, facilitate, and give feedback, but de-emphasize direct instruction. Students take on the agency and responsibility for assimilating meaning from the material and working together effectively to advance everyone's understanding. This model prioritizes skills important for autonomous and collaborative work in real-world scientific and professional fields. Topics we will cover include synthetic genomes, metabolic engineering, chemical synthesis and manipulation of biomacromolecules, directed evolution, and reworking of the central dogma.

**Class Format:** lecture, three hours per week

**Requirements/Evaluation:** Course work includes consistent and intensive engagement with primary literature, weekly short presentations, informal writing assignments, response papers/problem sets, and an independent research project with presentation and writing components. The workload is designed to be distributed evenly throughout the semester. There are no exams.

**Prerequisites:** CHEM/BIOL/BIMO 321

**Enrollment Limit:** 20

**Enrollment Preferences:** senior and junior Chemistry and Biology majors with a demonstrated interest in chemical or synthetic biology

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

### **CHEM 335 (F) Inorganic/Organometallic Chemistry**

This course covers fundamental aspects of the chemistry of main group elements and transition metals, and highlights how these properties are key to understanding the roles of these elements in applications such as the catalysis of synthetic organic transformations, the functions of enzymatic processes, the production of commodity chemicals such as plastics, and the actions of metal-based drugs such as cis-platin. The course introduces concepts of symmetry and group theory, and their systematic application to the study of the structure, bonding, and spectroscopy of inorganic and organometallic compounds. The course also covers the kinetics and mechanism of selected inorganic and organometallic reactions. Class discussions will involve exploration of the primary literature and review articles around recent developments and applications in inorganic chemistry, such as finding molecular solutions to water oxidation, the capture of solar energy, to cancer treatments and the optimization of industrial-scale reactions.

**Class Format:** lecture, three hours per week and laboratory, four hours per week

**Requirements/Evaluation:** problem sets, two exams, presentations, and group-based literature reviews

**Prerequisites:** CHEM 155 or 256 and 251/255

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** senior and junior chemistry majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Kerry-Ann Green

LAB Section: 02 W 1:00 pm - 5:00 pm Kerry-Ann Green

### **CHEM 336 (F) Materials Chemistry**

Materials have defined much of what is possible in our daily lives. Materials scientists are at the center of imagining and delivering progress, as they improve existing materials and develop new ones to meet today's needs. Materials science focuses on the relationships between the structure, processing, properties, and performance of materials. In this course, we will explore how the properties and potential applications of a solid are related to its atomic and molecular structure, as well as to its organization on larger length scales than are traditionally considered in chemistry. We will cover a variety of different types of materials including metals, ceramics, polymers, and composites. We will examine some of the latest developments in materials science, including new strategies for the synthesis of materials on different length scales, as well as a variety of potential applications of emerging technologies.

**Class Format:** three hours per week

**Requirements/Evaluation:** problem sets, reviews of research articles, two exams, and oral presentations

**Prerequisites:** CHEM 155 or 256 and 251/255

**Enrollment Limit:** 20

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** MTSC Courses

Not offered current academic year

### **CHEM 338 (S) Bioinorganic Chemistry: Metals in Living Systems**

Bioinorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals furthermore perform regulatory roles and stabilize the structures of proteins. In medical applications, they are central to many diagnostic and therapeutic tools, and some metals are highly toxic. The course begins with a review and survey of the principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, we will explore the current literature in fields of interest in small groups, presenting our findings to the class periodically.

**Class Format:** The course will begin with a series of lectures on principles of coordination chemistry, followed by tutorial meetings to discuss journal articles and book materials.

**Requirements/Evaluation:** Evaluation based on problem sets, two exams, class engagement, a class presentation, and a final project.

**Prerequisites:** CHEM 155 or CHEM 256 and 251/255

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors and BIMO concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

### **CHEM 342 (S) Synthetic Organic Chemistry**

The origins of organic chemistry are to be found in the chemistry of living things and the emphasis of this course is on the chemistry of naturally-occurring compounds. This course presents the logic and practice of chemical total synthesis while stressing the structures, properties and preparations of terpenes, polyketides and alkaloids. Modern synthetic reactions are surveyed with an emphasis on the stereochemical and mechanistic themes that underlie them. To meet the requirements for the semester's final project, each student chooses an article from the recent synthetic literature and then analyzes the logic and strategy involved in the published work in a final paper. A summary of this paper is also presented to the class in a short seminar. There will be no laboratory component in 2022. Instead, one of the three class meetings each week will focus on discussion and presentation of reactions, mechanisms, and syntheses from the chemical literature.

**Class Format:** lecture, three hours per week and conference, 1.5 hours per week

**Requirements/Evaluation:** problem sets, midterm exams, class participation, class presentations, and a final project

**Prerequisites:** CHEM 256 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Chemistry majors, seniors and juniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Not offered current academic year

### **CHEM 344 (S) Physical Organic Chemistry**

This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. For the first 6 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 2 other students occurs early the following week, for example during the laboratory time period. During this time, students work through and present solutions to an assigned problem set. For the remaining 6 weeks, students execute a self-designed set of laboratory experiments that revolve around physical organic methods. Students present and critique results each week (in the hour time slot). The experiments culminate in a final paper.

**Class Format:** tutorial, 90 minutes per week; lecture, one hour per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on problem sets, participation, laboratory work, and a final laboratory paper

**Prerequisites:** CHEM 251/255/256

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors: seniors, juniors, sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Spring 2023

TUT Section: T1 F 8:30 am - 9:45 am Sarah L. Goh

LAB Section: T2 M 1:00 pm - 5:00 pm Sarah L. Goh

### **CHEM 345 (F) Supramolecular Organic Chemistry**

Supramolecular chemistry is the study of chemical systems, often with practical applications, that are composed of two or more molecular components held together by non-covalent interactions. More specifically, we will focus on the use of "synthetic influence" over organic compounds and reactions to make tailor-made building blocks that will produce functional molecular assemblies. The various analytical methodologies used to probe these relatively weaker and more dynamic chemical systems will be studied. We will also examine (and be inspired by) the supramolecular chemistry found in nature, as the field was originally defined by the host-guest interactions used to explain receptor-substrate binding in many biological systems. Today, the field has intersected with numerous disciplines which we will explore; these include analytical molecular recognition and sensing, self-assembly molecular engineering, catalysis, and organic-based molecular devices, among others. We will also explore more complex supramolecular topics such as dynamic covalent chemistry and the mechanical bond. Students will be expected to delve into the chemical literature and analyze the research of pioneering chemists in the field (past and present) by choosing one prominent journal article, culminating in a final literature review paper.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** Problem sets, research article review homework assignments, class/discussion participation, exams, and a final literature review paper.

**Prerequisites:** CHEM 251 and 256

**Enrollment Limit:** 20

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Michael H. Ihde

### **CHEM 348 (S) Polymer Chemistry**

From synthetic to natural macromolecules, we encounter polymers everywhere and every day. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include polymer types, concept of molecular weight, structure-property relationships and polymer synthesis methods including condensation and chain (anionic, cationic, radical) polymerizations. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered. Examples of polymer functionalization, self-assembly, and surface modification are also discussed.

**Class Format:** lecture, three hours per week and laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on problem sets, participation, two exams, laboratory work, and a final project

**Prerequisites:** CHEM 251/255

**Enrollment Limit:** 12

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives MTSC Courses

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Stephanie Christau

LAB Section: 02 W 1:00 pm - 5:00 pm Stephanie Christau

### **CHEM 361 (F) Quantum Chemistry and Chemical Dynamics**

This course provides an introduction to quantum mechanics which serves as the basis for understanding atomic and molecular structure as well as spectroscopic methods. This leads to a discussion of chemical kinetics and molecular reaction dynamics in the gas phase and in

solution. Computational chemistry methods are used to illustrate chemical concepts, to interpret experimental data, and to extend hypotheses. Applications of these principles are chosen from contemporary research fields, including polymer chemistry, photochemistry, atmospheric chemistry, and solid and liquid state chemistry. Quantitative laboratory experiments and consultation with the scientific literature provide the background necessary for carrying out an independent theoretical or experimental project.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** class participation, problem sets, exams, laboratory work, and an independent project

**Prerequisites:** CHEM 155 or 256

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** seniors, then juniors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Enrique Peacock-López

LAB Section: 02 M 1:00 pm - 5:00 pm Enrique Peacock-López

### **CHEM 364 (S) Instrumental Methods of Analysis**

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete two 5-6 week long laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

**Class Format:** lecture, two times per week and laboratory, four hours per week; periodic small group meetings to plan laboratory research projects

**Requirements/Evaluation:** Weekly data analysis and project planning assignments for laboratory and analysis of readings for class, problem sets, two project reports and presentations, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** Chemistry and Environmental Studies majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives ENVI Natural World Electives MTSC Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Michael H. Ihde

LAB Section: 02 T 1:00 pm - 5:00 pm Michael H. Ihde

### **CHEM 366 (S) Thermodynamics and Statistical Mechanics**

The thermodynamic laws provide us with our most powerful and general scientific principles for predicting the direction of spontaneous change in physical, chemical, and biological systems. This course develops the concepts of energy, entropy, free energy, temperature, heat, work, and chemical potential within the framework of classical and statistical thermodynamics. The principles developed are applied to a variety of problems: chemical reactions, phase changes, energy technology, industrial processes, and environmental science. Laboratory experiments provide quantitative and

practical demonstrations of the theory of real and ideal systems studied in class.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** class participation, oral presentations, problem sets, laboratory work, and an independent project

**Prerequisites:** CHEM 155 or 256, and basic knowledge of applied integral and differential calculus

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** Chemistry majors: seniors, juniors, then sophomores

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Anthony J. Carrasquillo

LAB Section: 02 W 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LAB Section: 03 Cancelled

### **CHEM 367 (S) Biophysical Chemistry**

This course is designed to provide a working knowledge of basic physical chemistry to students primarily interested in the biochemical, biological, or medical professions. Topics of physical chemistry are presented from the viewpoint of their application to biochemical problems. Three major areas of biophysical chemistry are discussed: 1) the conformation of biological macromolecules and the forces that stabilize them; 2) techniques for the study of biological structure and function such as spectroscopic, hydrodynamic, electrophoretic, or chromatographic; 3) the behavior of biological macromolecules including ligand interaction and conformational transitions.

**Class Format:** lecture/discussion three hours per week and laboratory four hours per week

**Requirements/Evaluation:** problem sets and/or quizzes, laboratory work, and exams

**Prerequisites:** CHEM 155 or 256 and 251/255, with MATH 140 or equivalent preferred

**Enrollment Limit:** 9/lab

**Enrollment Preferences:** junior and senior Chemistry majors

**Expected Class Size:** 27

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Bob Rawle

LAB Section: 02 M 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 03 T 1:00 pm - 5:00 pm Bob Rawle

LAB Section: 04 W 1:00 pm - 5:00 pm Jenna L. MacIntire

### **CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)**

This tutorial provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in sessions and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

**Requirements/Evaluation:** tutorial participation, presentations, and submitted papers

**Prerequisites:** CHEM 361 or equivalent background in Physics

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFC requirement with problem sets for assignments in which quantitative/formal reasoning skills are practiced.

Spring 2023

TUT Section: T1 TBA Enrique Peacock-López

### **CHEM 373 (F) Environmental Fate of Organic Chemicals**

**Cross-listings:** CHEM 373 ENVI 373

#### **Primary Cross-listing**

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

**Class Format:** lecture, three hours per week and conference, 1.5 hours per week

**Requirements/Evaluation:** weekly problem sets, two midterm exams, a final exam, participation in conference, an independent research proposal

**Prerequisites:** CHEM 251 and either CHEM 155 or CHEM 256

**Enrollment Limit:** 16

**Enrollment Preferences:** junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHEM 373 (D3) ENVI 373 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Anthony J. Carrasquillo

### **CHEM 393 (F) Junior Research and Thesis: Chemistry**

Chemistry junior research and thesis.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** N/A

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 F 1:10 pm - 2:25 pm Lee Y. Park

**CHEM 394 (S) Junior Research and Thesis: Chemistry**

Chemistry junior research and thesis.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** N/A

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 F 1:10 pm - 2:25 pm Thomas E. Smith

**CHEM 397 (F) Independent Study, for Juniors: Chemistry**

Chemistry independent study for juniors.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** Junior chemistry majors only

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Lee Y. Park

**CHEM 398 (S) Independent Study, for Juniors: Chemistry**

Chemistry independent study for juniors.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** Junior chemistry majors only

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Thomas E. Smith

**CHEM 493 (F)(S) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is

part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** N/A

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 F 1:10 pm - 2:25 pm Lee Y. Park

HON Section: 05 TBA Bob Rawle

Spring 2023

HON Section: 01 TBA Amanda K. Turek

### **CHEM 494 (S) Senior Research and Thesis**

Individual research projects in a field of interest to the student are carried out under the direction of a faculty member and culminate in a thesis; this is part of a full-year thesis (493-494). Students in this program are strongly encouraged to keep 1:10 p.m. to 2:25 p.m. on Friday free for departmental colloquia.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** N/A

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 F 1:10 pm - 2:25 pm Thomas E. Smith

### **CHEM 497 (F) Independent Study, for Seniors: Chemistry**

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** Senior chemistry majors only

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Lee Y. Park

### **CHEM 498 (S) Independent Study, for Seniors: Chemistry**

Chemistry independent study for seniors. Individual research projects in a field of interest to the student are carried out under the direction of a faculty member.

**Requirements/Evaluation:** N/A

**Prerequisites:** N/A

**Enrollment Limit:** N/A

**Enrollment Preferences:** Senior chemistry majors only

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Thomas E. Smith

### **Winter Study -----**

### **CHEM 12 (W) The Practice and Processes of Making Pottery**

This course will introduce students to creative methods of working with clay and glazes to create functional pottery, and to the materials and processes of ceramics. Classes will take place in a working Williamstown pottery studio with potter's wheels and space for hand-building and discussions. Studio lessons are designed to stimulate creativity and discovery. Instruction and projects will be tailored to each student's interests, experiences, and abilities. Students will be encouraged to consider how value and beauty can be found in that which is incomplete, impermanent, and/or imperfect. Genuineness and authenticity will be encouraged and valued. We will learn about the origins and properties of clay and glaze materials and about how combinations of materials and the high temperature processes result in mature clay bodies and glazes. We will study the major components of glazes and how the manipulation of these materials changes how glazes appear and function. Evaluation for this course will include a final project, and the critical review of the same. Assessment will take place during individual discussion with the instructor during the construction and finishing processes and in a structured, group critique where finished work will be evaluated by all members of the class through a group discussion led by the instructor. No previous experience is necessary. The only prerequisite for this course is an honest interest in learning about the making and chemistry of pottery. Studio time will likely be afternoons and early evenings, with an optional weekend session to accommodate schedules. Class time is about 12 hours weekly, and may include some outside of class reading and other assignments.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** None; no pottery making experience or science background are necessary; students are encouraged to submit a brief description of their interest in participating

**Enrollment Limit:** 10

**Enrollment Preferences:** Level of enthusiasm for learning the craft, materials, and processes of pottery

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tim Duncan has been making pottery for over 30 years. He teaches in a home studio that accommodates up to 10 students, and focuses on creating lessons that stimulate creativity and discovery.

**Materials/Lab Fee:** \$130

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 MWR 4:00 pm - 7:00 pm Timothy Duncan

### **CHEM 13 (W) Ultimate Wellness: Concepts for a Happy Healthy Life**

This course provides an opportunity to drastically improve your life by introducing concepts that can start making a difference in the way you feel today. We will approach nutrition, lifestyle, and happiness from a holistic perspective. Students will learn how to tune out mixed media messages and

look within to find ultimate health and wellness. Topics include: Ayurveda, preventative medicine, mindfulness and meditation, healthy eating and meal planning, deconstructing cravings, sugar addiction, and finding happiness. Evaluation will be based on completion of assignments, class participation, reflective 5-page paper or creative project, and final presentation that demonstrates a level of personal growth. After signing up for this course please email Nicole at [nicole@zentreewellness.com](mailto:nicole@zentreewellness.com) with a brief statement describing your interest in the course. In the event of over-subscription, these statements will be used in the selection process. We will meet twice a week for three-hour sessions as a group. The course will include two individual sessions-an initial health assessment plus an additional session designed to personalize the course and assist the student in applying the learned techniques. There will be several books required for this class.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** no

**Enrollment Limit:** 10

**Enrollment Preferences:** email statement of interest to [nicole@zentreewellness.com](mailto:nicole@zentreewellness.com)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Nicole Anagnos is health educator and director at Zen Tree Wellness in Williamstown. She is co-founder of the skin care company, Klo Organic Beauty. She also holds a master's degree in education.

**Attributes:** WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Nicole Anagnos

#### **CHEM 14 (W) Forensic Science**

Forensic science is the application of scientific principles to criminal and civil laws within a criminal justice system with the goal toward the establishment of guilt or innocence. This Winter Study course is designed to introduce some of the specialized fields of forensic science, to learn the principles of science and technology upon which they are based, and to apply them to a number of suspicious situations and criminal cases. During two 2-hour class sessions per week, we will examine physical, chemical, and biological items of evidence. The forensic analysis of substances such as glass, ink, bullets, fabric/fibers and drugs will be understood in the context of basic chemistry, analytical chemistry, and organic chemistry. The methods used for the analysis for alcohol and drugs and for the characterization of blood and other body fluids will be discussed in the context of the principles of biochemistry, toxicology, pharmacology, and serology. A variety of well-known historic cases stimulate the exploration of these scientific areas. These include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (Fatal Vision), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Two 3-hour laboratory sessions per week will involve an analysis of evidence and provide an appreciation for the work of a crime lab. Experiments provide an opportunity to learn forensic techniques such as chromatography (for ink and drug analysis), spectroscopy (for alcohol and drug analysis), comparison microscopy (for bullet identification) and a variety of other experimental procedures such as fingerprinting. Outside of class, background reading for the content and preparation for the experimental work is expected.

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** Organic chemistry, CHEM 251/255 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Sophomores first, then juniors and then seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Professor Kaplan taught biochemistry and forensic science for 48 years at Williams. He taught a forensic science workshop for 20 years under the sponsorship of the NSF. He is a member of the American and British Academies of Forensic Science.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 9:00 am - 11:00 am TR 1:00 pm - 4:00 pm Lawrence J. Kaplan

### **CHEM 16 (W) Glass and Glassblowing**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time. The first and last classes are required, so make your travel plans accordingly.

**Requirements/Evaluation:** class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jay Thoman is the J. Hodge Markgraf Professor of Chemistry, Emeritus. He has taught this course many times.

**Materials/Lab Fee:** \$75

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 M-F 10:00 am - 10:50 am John W. Thoman

### **CHEM 17 (W) Precision and Clarity! An Exploration of Scientific Writing**

Most scientific journals demand specific writing styles that include brevity, avoidance of duplication, proper grammar and clear, effective communication. Participants in this course will learn the elements of the scientific report (Title, Introduction, Materials and Methods, Results and Discussion) and understand that unique information is required for each section recognizing that information required for each section should not appear in the others. Participants will explore the "Question Driven Style". This style of reporting emphasizes brevity, logical flow of questions and answers and discourages unnecessary repetition and lack of clear and specific presentation. The application of this style to basic research in all scientific disciplines will be illustrated. A major focus of this course will be group discussions of manuscripts submitted for publication as well as some notable classics. ( For example: Hill AB. The Environment and Disease: Association or Causation. Proc Royal Society Med 1965;58:295-300) The course instructor (Cornell) has collected a series of manuscripts submitted for publication with a wide range of writing quality. The discussions will be conducted in the style of a journal club. The class will meet for 2 hour sessions 3 times per week. Tuesday class will include a didactic presentation ( 60 minutes) followed by group discussion. Reading assignments will be made for the Wednesday and Thursday meetings. These sessions will be conducted in the manner of a journal club. The format for week 1 will be: Review of the journal club format. Question Driven Style: Special Emphasis on the Introduction, Rationale for a Study and Formulation of Study Aims/Questions. Week 2 will focus on the Methods Section. Week 3 will cover reporting of Results and the Discussion. Week 4 will explore internal and external validity and sources of bias in scientific reporting.

**Requirements/Evaluation:** Short paper and final project or presentation. Participants will mediate a journal club discussion of an assigned manuscript. Participants will submit a written peer review of the assigned paper.

**Prerequisites:** The course will be open to all science majors, and not restricted to Chemistry majors.

**Enrollment Limit:** 12

**Enrollment Preferences:** Junior level students majoring in the natural sciences and psychology will be the target audience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dr. Cornell('76) is Professor of Orthopedic Surgery at Weill Cornell College of Medicine. He is Editor-In-Chief of the HSS Journal and Senior Associate Editor of the Journal of Bone and Joint Surgery and Clinical Orthopedics and Related Research

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

### **CHEM 18 (W) Introduction to Research in Biochemistry**

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, the molecular basis of bacterial gene regulation, the lipid composition of model membranes, and the molecular underpinnings of viral infection.

**Requirements/Evaluation:** a 10-page paper

**Prerequisites:** completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

**Enrollment Limit:** 4

**Enrollment Preferences:** expression of student interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 M-F 10:00 am - 4:00 pm Amy Gehring

### **CHEM 19 (W) Steps to a Healthier You**

What is health and wellness? We all know how to be "healthy"...right? But why is it sometimes so hard to choose a salad over fries? We will explore these questions and more. This course is based on 2 assumptions: 1. We all have an inherent desire and innate ability to move towards healthier versions of ourselves. 2. This is a lifelong process that begins with understanding ourselves-our values, habits, likes/dislikes, upbringing, etc. In this class, we will work with practical tools for self-discovery and -reflection that will then inform how we set wellness goals to promote lasting healthy habits. We will use the 6 pillars of health from Lifestyle Medicine (nutrition, physical activity, sleep, stress management, relationships, decreasing substance use) as a guide with which to examine our current state of wellbeing to identify where we can begin to take specific and achievable steps towards health and wellness. Class time will be spent primarily on experiential learning through instructor-led exercises and discussions. Additionally, students will complete outside assignments aimed to develop self-awareness and integrate class material into their lives. We will use selected readings from a variety of books including Robert Lustig's *Metaboficial*, Jon Kabat-Zinn's *Full Catastrophe Living*, Matthew Walker's *Why We Sleep*, Robert Sapolsky's *Why Zebras Don't Get Ulcers*, Bessel van der Kolk's *The Body Keeps the Score*, Stephen Covey's *The 7 Habits of Highly Effective People*, and James Clear's *Atomic Habits*. Evaluation will be based on class participation, completion of assignments, final 10-page paper or equivalent project/presentation that demonstrates a level of engagement with class material. We will meet 10AM-1PM on 1/4, 1/6, 1/9, 1/11, 1/18, 1/20, 1/23, 1/25. One (minimum) individual meeting with the instructor will be scheduled to address personal concerns and/or help focus the final paper/project. Contact instructor at [tlhu210@gmail.com](mailto:tlhu210@gmail.com) with any questions.

**Requirements/Evaluation:** 10-page paper or equivalent creative project/presentation

**Prerequisites:** Desire and interest in self-reflection, personal growth, and making healthier lifestyle changes.

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority will be given to Seniors. If overenrolled, a statement of interest (a little bit about yourself and your interest in the course) will be used for student selection.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tracy Hu, MD '13 will graduate in June 2023 from the John Muir Health Family Medicine Residency Program in Walnut Creek, CA. Afterwards, she plans to start a non-profit direct primary care clinic with a fellow residency colleague.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

### **CHEM 20 (W) Introduction to Research in Inorganic Chemistry**

Students in this course will carry out an independent research project in collaboration with a member of the Department with expertise in inorganic chemistry. Representative projects include the synthesis and study of polymers to encapsulate heavy metals with an eye to environmental remediation and the synthesis of coordination complexes as models of enzymes and as catalysts for the oxidation of organic compounds. The interdisciplinary nature of the project will expose students to a range of inorganic and organic synthetic protocols and analytical and spectroscopic techniques for the characterization of new materials and the monitoring of catalysis. In addition to lab work, participants will engage in an exploration of careers in chemistry and a discussion of topics of interest to chemists, such as ethics and creating a diverse workforce.

**Requirements/Evaluation:** a 10-page paper

**Prerequisites:** completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

**Enrollment Limit:** 8

**Enrollment Preferences:** expression of student interest

**Grading:** pass/fail only

**Materials/Lab Fee:** none

Winter 2023

RSC Section: 01 TBA Cancelled

### **CHEM 23 (W) Introduction to Research in Organic Chemistry**

An independent experimental project in polymer organic chemistry is carried out in collaboration with a member of the Department. Representative projects focus on controlled synthesis of block copolymers as self-assembled nanocarriers. Students involved in this work will learn techniques involved in organic synthesis, including analysis by NMR, IR, and SEC.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** expression of student interest

**Grading:** pass/fail only

**Materials/Lab Fee:** none

Winter 2023

RSC Section: 01 Cancelled

### **CHEM 24 (W) Introduction to Research in Physical Chemistry**

An independent experimental or theoretical project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, atmospheric chemical dynamics, molecular modeling of water clusters, molecular dynamics simulations, and laser spectroscopy of chlorofluorocarbon substitutes.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** expression of student interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 MWF 10:00 am - 11:50 am Enrique Peacock-López

RSC Section: 02 TBA Michael H. Ihde

**CHEM 31 (W) Senior Research and Thesis: Chemistry**

To be taken by students registered for Chemistry 493, 494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Lee Y. Park

**CHEM 99 (W) Independent Study: Chemistry**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Lee Y. Park

**DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES**  
**CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES**

**(Div I & II, see explanation below)**

**Chair: Professor Li Yu**

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Man He, Assistant Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Professor of Chinese

**Visitors:** Eun Young Seong, Visiting Assistant Professor of Japanese; **Language Fellows:** Ai-Chen Wang, Mo Wu; **Teaching Associate:** Qiqi Chen

**Department Mission Statement and Curricular Goal**

The mission of the Department of Asian Languages, Literatures, and Cultures is to produce “global citizens” who will be able to make contributions in different sectors of society in a globalized and diverse world with multilingual abilities, intercultural communicative competence, and multicultural leadership skills. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

**Learning Objectives for the Chinese Major**

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**THE MAJOR**

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

**Learning Objectives for the Japanese Major**

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.

- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

## THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

### Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

## THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

## LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

## THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

## **COVID-19 CHANGES**

Due to the pandemic, the department has reduced the number of courses required for its majors for the graduating classes of '22, and '23. For these years, the minimum requirements are nine courses as follows:

Chinese major: CHIN 101, 102, 201, 202, 301, 302, 401, 402, 312.

Japanese major: JAPN 101, 102, 202, 202, 301, 302, 401, 402, one approved elective.

East Asian Languages and Cultures major: at least six CHIN/JAPN language courses (or a minimum proficiency equivalent to the completion of 302), two CHIN/JAPN core electives, and one approved elective.

Students with higher language proficiency who are placed out of any of the core language courses (101 through 402) can take an equal number of faculty-approved electives taught either in Chinese/Japanese or in English on literature, linguistics, culture studies or related Chinese or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

Students who plan to study abroad either during the summer or during their junior year MUST consult with department faculty for advice.

## **STUDY ABROAD**

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Grants for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

## **DEPARTMENT EMAIL LISTS**

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMXP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

“Special Interest Chinese” (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

“Special Interest Japanese” (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

### **CHIN 101 (F) Basic Chinese**

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing at about the 200-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

**Class Format:** (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and explanation in English as needed.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, first priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; and second priority will be given to first-year students and sophomores.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Course credit granted only if both semesters (CHIN 101 and 102) as well as the Winter Study Sustaining Program are taken

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cornelius C. Kubler

LEC Section: 02 M-F 10:00 am - 10:50 am Cornelius C. Kubler

### **CHIN 102 (S) Basic Chinese**

An introduction to Mandarin, the language with the largest number of native speakers in the world, which is the national language of China and Taiwan, and one of the official languages of Singapore. Course objectives are for the student to develop simple, practical conversational skills and acquire basic proficiency in reading and writing in both the simplified and the traditional script at about the 500-character level. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Both audio and video materials will be employed extensively.

**Class Format:** (for spoken classes) dialog performance, drills, communicative exercises; (for written classes) oral and silent reading, questions and discussion in Chinese, translation and and explanation in English as needed.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** CHIN 101 and WSP Sustaining Program or equivalent. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, first priority will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; and second priority will be given to first-year students and sophomores.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** students registered for CHIN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (CHIN 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Cecilia Chang

LEC Section: 02 M-F 10:00 am - 10:50 am Cecilia Chang

### **CHIN 131 (S) Basic Cantonese**

An introduction to Standard Cantonese, a major regional language of southern China which is spoken by over 70 million people in Hong Kong, Macao, Guangdong, and Guangxi as well as by many overseas Chinese in Southeast Asia, Hawaii, and North America. Due to the pervasive influence of Hong Kong as well as the economic transformation of Guangdong Province, the prestige of Cantonese within greater China rose steadily in the period 1980-2010 and it continues to be an important language today. Our focus in this course will be on developing basic listening and speaking skills, though some attention will also be paid to written Cantonese, including the special characters which have been used for centuries to write colloquial Cantonese, which have become even more widely used in Hong Kong since 1997. Since students will ordinarily possess prior proficiency in Mandarin, a rather closely related language, they should be able to attain in one semester approximately the same proficiency level that is attained in the first two semesters of Mandarin.

**Class Format:** dialog performance, drills, communicative exercises, oral reading, questions, and discussion

**Requirements/Evaluation:** Evaluation is based on classroom performance, quizzes, unit tests, and an oral and written final exam.

**Prerequisites:** CHIN 202 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Chinese and East Asian Languages & Cultures majors as well as Asian Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CHIN 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**

**Cross-listings:** ANTH 134 CHIN 134 COMP 134 REL 134

Primary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion—living a life of seclusion from society—in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state—to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

### **CHIN 152 (S) Basic Taiwanese/Southern Min**

**Cross-listings:** CHIN 152 ASIA 152

#### Primary Cross-listing

This course constitutes an introduction to Taiwanese, the majority language of Taiwan, which is essentially the same as the native language of Xiamen, China and environs. Different varieties of this language, which is also known as Amoy, Hokkien, Fukienese, and Southern Min are spoken by about 50 million people in Taiwan, southern Fujian, the Philippines, Indonesia, Malaysia, and Singapore. Suppressed in Taiwan by the Japanese from 1895-1945 and by the KMT Chinese government from 1945 through the 1970s, Taiwanese--in both its spoken and written forms--has been experiencing a fascinating revival in recent decades. The most divergent of all the Sinitic languages, this language is of special linguistic interest because it has preserved a number of features of Old Chinese. Our focus will be on developing basic listening and speaking skills, though we will also study some of the special characters used to write Taiwanese. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Since students in the course will ordinarily possess prior proficiency in Mandarin, a related language, we should be able to cover in one semester about as much as is covered in the first two semesters of Mandarin. Classes will include dialog performance, drills, communicative exercises, and oral reading and discussion of written Taiwanese.

**Requirements/Evaluation:** classroom performance, homework, quizzes, unit tests, and an oral and written final exam

**Prerequisites:** CHIN 301 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** if course is over-enrolled, preference given to majors in CHIN, EALC, JAPN and concentrators in Asian Studies

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 152 (D1) ASIA 152 (D1)

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Cornelius C. Kubler

### **CHIN 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

#### Primary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian

American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

### **CHIN 201 (F) Intermediate Chinese**

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters), read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

**Class Format:** Students will do dialog performance and communicative exercises in the speaking/listening classes. We will do read-aloud, questions and answers in the reading/writing classes.

**Requirements/Evaluation:** classroom performance, homework, daily quizzes, regular written and oral unit tests, and a final exam (including both oral and written portions)

**Prerequisites:** CHIN 102 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Li Yu

LEC Section: 02 M-F 10:00 am - 10:50 am Li Yu

### **CHIN 202 (S) Intermediate Chinese**

These two courses are designed to consolidate the foundations built in Basic Chinese and continue developing students' skills in aural comprehension, speaking, reading, writing, and intercultural communication. Upon completion of the courses, students should be able to speak Chinese with fluency on everyday topics, reach a literacy level of 1000 characters (approximately 1200 common words written in both traditional and simplified characters),

read materials written in simple standard written Chinese, and produce both orally and in writing short compositions on everyday topics. *Conducted in Mandarin.*

**Requirements/Evaluation:** classroom performance, daily homework, daily quizzes, regular written and oral unit tests, and a final exam

**Prerequisites:** CHIN 201 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Priorities will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures, first-year students and sophomores, then to juniors and seniors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am TR 8:55 am - 9:45 am Ju-Yin Wang

LEC Section: 02 M-F 10:00 am - 10:50 am Ju-Yin Wang

### **CHIN 214 (F) Foundations of China**

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

#### **Primary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

### **CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

#### **Primary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has

shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **CHIN 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** ANTH 223 CHIN 223

#### **Primary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will ask the central question of "what is *minzu*" and address various topics such as the minority-group identification project; the definition of *minzu* (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

**Requirements/Evaluation:** class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 223 (D2) CHIN 223 (D2)

**Difference, Power, and Equity Notes:** We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

**CHIN 226 (F) Chinese Film and Its Significant Others** (DPE)

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

Primary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**CHIN 253 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture** (DPE)

**Cross-listings:** COMP 254 CHIN 253 WGSS 255

Primary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational

pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted in person.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Publishing GLOW Discussion posts based on reading (Graded as Complete or Incomplete); 3) three short papers (3-5 pages); 4) the final project (including an abstract, a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

## **CHIN 272 (S) The History and Mythology of Chinese Scripts**

**Cross-listings:** STS 272 CHIN 272 COMP 272

### **Primary Cross-listing**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

Not offered current academic year

### **CHIN 301 (F) Upper-Intermediate Chinese**

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

**Class Format:** All regular course meetings will be conducted in-person. The class meets four days per week. Specifically, we meet twice in lecture (75 mins) as a whole class; and twice in conference (50 mins).

**Requirements/Evaluation:** Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

**Prerequisites:** CHIN 202 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Current or perspective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies Concentration

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Cecilia Chang

CON Section: 02 MW 11:00 am - 11:50 am Cecilia Chang

CON Section: 03 Cancelled

### **CHIN 302 (S) Upper-Intermediate Chinese**

The goal of this course is to continue developing students' overall language proficiency. However, special emphasis will be on strengthening students' reading and writing proficiency in standard written Chinese, the grammar and vocabulary of which differ considerably from colloquial Chinese introduced during the first two years of instruction. *Conducted in Mandarin.*

**Requirements/Evaluation:** Evaluation will be based on daily classroom performance, short essays, presentations, homework, quizzes, unit tests, and a final exam (oral and written).

**Prerequisites:** CHIN 301 or permission of instructor. Students who have never taken a Chinese language course at Williams should complete the Chinese Placement Evaluation in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, preferences will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Li Yu

CON Section: 02 MW 11:00 am - 11:50 am Li Yu

CON Section: 03 Cancelled

### **CHIN 312 (F) Introduction to Classical Chinese**

This course is an introduction to the grammar and basic vocabulary of Classical Chinese, the standard written language of China from around the seventh century BCE through the 1920s (and for many centuries an important written language in Japan, Korea, and Vietnam as well). Aspects of Classical Chinese continue to play a role in both written (e.g., in newspaper, academic, and legal writing) and in spoken (e.g., proverbs and aphorisms) modern Chinese. Our work in this course will be based on reading, translating, and discussing philosophical, political, literary, and historical anecdotes from the Spring and Autumn (770-481 BCE) through the Han (206 BCE-220 CE) periods, as they served as the foundation for the language. We will conduct discussions of grammatical and philological issues primarily in English and most of our translation work will be from Classical Chinese into English. We will, however, frequently discuss the points of intersection between Classical and Modern Chinese. Students are required to have completed CHIN 202 or the equivalent. Students who have extensive reading knowledge of Chinese characters through other languages (such as Japanese) may also take this course with the instructor's permission.

**Requirements/Evaluation:** classroom performance, homework, quizzes, tests, and a final exam

**Prerequisites:** CHIN 202 or extensive reading knowledge of Chinese characters through other languages

**Enrollment Limit:** 40

**Enrollment Preferences:** Students who have completed CHIN 202 or have extensive reading knowledge of Chinese characters through other languages

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Christopher M. B. Nugent

### **CHIN 401 (F) Advanced Chinese**

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

**Class Format:** All regular course meetings will be conducted in-person. The class meets three days per week. Specifically, we meet twice in lecture (75 mins) as a whole class; and once in conference (50 mins).

**Requirements/Evaluation:** Classroom performance, preview and review homework, presentations, unit tests, and final project.

**Prerequisites:** CHIN 302 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies concentrations

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Man He

CON Section: 02 W 1:10 pm - 2:00 pm Man He

### **CHIN 402 (S) Advanced Chinese**

This course is designed to enhance the Chinese language proficiency of students who are already at relatively advanced levels. A wide assortment of materials is used including (for speaking/comprehension) audiotapes, videotapes, and films featuring Chinese speakers from various segments of society; and (for reading) newspaper and magazine articles dealing with Chinese politics and economics as well as selections from modern Chinese literature. *Conducted in Mandarin.*

**Class Format:** two 75-minute classes plus a conversation session

**Requirements/Evaluation:** weekly homework, quizzes, unit tests, essays, oral presentations, and a final exam

**Prerequisites:** CHIN 401 or permission of instructor. Students who have never taken a Chinese language course at Williams should take the Chinese Placement Test in GLOW before pre-registering in this course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course is overenrolled, preferences will be given to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Man He

CON Section: 02 W 1:10 pm - 2:00 pm Man He

#### **CHIN 420 (S) Masterpieces in Modern Chinese Literature**

"To modernize the *Chinese* people, it has to start from the modernization of the genre 'novel'." Liang Qichao, the famous Chinese intellectual in the early twentieth century, envisioned a collapsing China to be salvaged by, first, its modernized literature. Indeed, throughout China's long century of struggle, exploration, and transformation, literature has been playing a crucial role in negotiating (the consequence of) modernity, fueling revolution, investigating human interiority, constructing national identity, and coping with trauma and diaspora. This course introduces students to the masterpieces in modern Chinese literature and their representations of critical events in twentieth-century Chinese history. In this course, we will focus on the genre "novel" and pay close attention to the language and literary devices that the authors use for storytelling, characterization, and self-representation. The class is organized by themes, such as, for example, modernity, revolution, diaspora, root-seeking, trauma, science fiction and so on. Through class discussions, writing assignments, and oral presentation on the final project, this course will further develop students' language proficiency, especially reading ability and effective communication in a formal setting. This course also trains students to be a critical reader who will be able to not only analyze the key moments and literary masterworks of modern China but also reflect on the complexity of Chinese culture vis-à-vis its tradition and the global context. The course is conducted in Mandarin.

**Class Format:** discussion

**Requirements/Evaluation:** participation, presentations, quizzes, discussion questions posting, 3 writing assignments, final project

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **CHIN 425 (F) Becoming Taiwan: Social, Cultural, and Economic Discourses of Modern Day Taiwan**

**Cross-listings:** ASIA 425 CHIN 425

Primary Cross-listing

A small island in East Asia and home to 23 million people, Taiwan is the largest economy that is not a member of the United Nations. From 1949, when the Nationalist Party (KMT) retreated to Taiwan after the Chinese Civil War, to becoming one of the Four Asian Tigers in the latter half of the

20th century, Taiwan has developed into a multifaceted society through an array of social/cultural/economic changes associated with industrialization, globalization and identity formation. In this course, we will examine some of the signal examples of these experiences that define the Taiwan society that it is today through literary works and films, as well as journalistic and academic articles. By way of group discussions and individual projects, students will acquire domain-specific vocabulary and develop abilities to analyze and discuss in Mandarin complex ideas related to the aforementioned issues. Using a semi-tutorial format, this course is designed to develop linguistic proficiency at the levels of Advanced Low to Advanced Mid based on the ACTFL proficiency guidelines. Language partners will be arranged through collaboration with a graduate program in Chinese pedagogy in Taiwan for opportunities for in-depth discussions on course content.

**Class Format:** Mandarin Chinese will be the instructional language for this course. Semi-tutorial format, students will meet as a large group on one day for linguistic development and three to four people groups on other days for discussions.

**Requirements/Evaluation:** quizzes, presentations, posting of discussion questions, two position papers (3 pages) and one final paper (5 pages)

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Majors in Chinese; DALLC; Asian Studies Concentration; seniors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 425 (D1) CHIN 425 (D1)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cecilia Chang

**CHIN 427 (S) Spring Grass: A Peek into Inequality in China** (DPE) (WS)

**Cross-listings:** ASIA 127 WGSS 127 CHIN 427 ASST 127

**Primary Cross-listing**

*Spring Grass* (*Chuncao*) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** books and course packet.

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 127 (D1) WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Not offered current academic year

**CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic

narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**CHIN 493 (F) Senior Thesis: Chinese**

Chinese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Li Yu

**CHIN 494 (S) Senior Thesis: Chinese**

Chinese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Li Yu

**CHIN 497 (F) Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Li Yu

**CHIN 498 (S) Independent Study: Chinese**

For students who have completed Chinese 402 and Chinese 412 or equivalent. Interested students must contact the Coordinator of the Chinese Program one semester in advance and present a proposal to the Coordinator or the professor with whom they wish to study during pre-registration week.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Li Yu

**Winter Study -----**

**CHIN 25 (W) Taiwan Study Tour**

Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the "Taiwan (economic and political) miracle"? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Language Center of National Chengchi University. After class we'll meet as a group for lunch and discussion. Visits to cultural and economic sites of interest and activities with students from several Taiwanese universities will be scheduled for some afternoons and Saturdays, with other afternoons as well as evenings and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience. Requirements: Satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Open to all, first preference to CHIN and EALC majors, then those with Mandarin language proficiency at level of CHIN 101-102.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,800

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 Cancelled

### **CHIN 31 (W) Senior Thesis: Chinese**

To be taken by all students who are candidates for honors in Chinese.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Li Yu

### **CHIN 88 (W) Chinese Sustaining Program**

Students registered for CHIN 101-102 are required to attend and pass the Chinese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation

**Prerequisites:** Chinese 101

**Grading:** pass/fail option only

**Materials/Lab Fee:** one Xerox packet

Winter 2023

LAB Section: 01 MTR 9:00 am - 9:50 am , Li Yu, Mo Wu, Ai-Chen Wang

### **CHIN 99 (W) Independent Study: Chinese**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Li Yu

## CLASSICS (Div I)

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

**Route A:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

**Route B:** (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

**Classics Colloquium:** All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

**Classical Studies Courses:** The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS

101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

## STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No, but students should consult with the department about language sequences.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## CLAS 101 (F) Greek Literature: Performance, Conflict, Desire

**Cross-listings:** CLAS 101 COMP 101 THEA 104

### Primary Cross-listing

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also evoked by lyric song, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, paying special attention to questions of performance context and audience. We will consider, for example, how the competitive and erotically-charged environment of the Greek symposium is crucial for understanding both Sappho's songs and the philosophical dialogues of Plato and Xenophon. The nexus of performance, conflict, and desire will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. This course will include readings from the works of, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, and assignments will incorporate interactive and experiential elements, such as recitations, staged readings, and debates. All readings are in translation.

**Requirements/Evaluation:** two medium-length essays, final exam, active participation, preparation for and participation in debates and staged readings (short writing assignments, in-class presentations).

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Classics majors, first years, sophomores

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 101 (D1) COMP 101 (D1) THEA 104 (D1)

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

### **CLAS 102 (S) Roman Literature: Gender, Virtue, Empire**

**Cross-listings:** CLAS 102 COMP 108

#### **Primary Cross-listing**

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments, midterm and final exams with essays, and contributions to class discussion

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students and sophomores and majors in Classics and Comparative Literature

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 102 (D1) COMP 108 (D1)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Amanda R. Wilcox

### **CLAS 201 (F) Love and Strife**

**Cross-listings:** COMP 233 CLAS 201

#### **Primary Cross-listing**

In one of the earliest known attempts to explain the universe, the philosopher-poet Empedocles wrote that everything in existence is moved by love and strife. This fundamental pair of forces has shaped accounts of human experience for over two millennia. Are these principles simple opposites,

complements, or even two aspects of a single concept? What happens when they fall out of balance or both are absent? Can love consume strife, or strife destroy love? Artists and writers have taken up these and similar questions in myriad forms, from nursery rhymes to epic poems, from philosophical contemplation to popular song, from the tragic stage to the silver screen. This course will use Greek and Latin works as touchstones for exploring ancient and modern representations of love and strife. Our ancient sources may include Homer, Sappho, Sophocles, Horace, Catullus, and Seneca, as well as architecture, graffiti, and epitaphs. Later sources may include Shakespeare and screwball comedies, Broadway standards and the Beatles, Renaissance fresco and modern sculpture, and literary professions of love from the silly to the sublime. All readings are in translation.

**Class Format:** For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation, short written assignments, and a final paper/project.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Classics and Comparative Literature majors and prospective majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 233 (D1) CLAS 201 (D1)

Not offered current academic year

### **CLAS 202 (F) Greek Tragedy**

**Cross-listings:** CLAS 202 COMP 220 THEA 220

Primary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

**Requirements/Evaluation:** class participation, several essays, brief oral presentations

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 202 (D1) COMP 220 (D1) THEA 220 (D1)

Not offered current academic year

### **CLAS 203 (F) History of Ancient Greek Philosophy**

**Cross-listings:** CLAS 203 PHIL 201

Secondary Cross-listing

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy.

No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

**Requirements/Evaluation:** There will be a midterm and final exam. There will also be short writing assignments.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy and Classics Majors.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 203 (D1) PHIL 201 (D2)

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

### **CLAS 205 (S) Ancient Wisdom Literature**

**Cross-listings:** JWST 205 CLAS 205 REL 205 COMP 217

#### **Secondary Cross-listing**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 205 (D2) CLAS 205 (D2) REL 205 (D2) COMP 217 (D1)

**Attributes:** JWST Core Electives

**Not offered current academic year**

### **CLAS 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

**Cross-listings:** COMP 250 REL 207 JWST 207 CLAS 207

### Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. *All readings are in translation.*

**Class Format:** For the fall of 2020, this course will taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation and several writing assignments.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

### CLAS 209 (F) From Alexander to Cleopatra: Remodeling the Mediterranean World

**Cross-listings:** CLAS 209 ARTH 230

#### Primary Cross-listing

The period between Alexander the Great (323 B.C.) and Cleopatra (30 B.C.), like our own, was characterized by internationalism, migration, wide-ranging cultural values and religious practices, and ethnically diverse urban populations. Large numbers of non-Greeks came under the control of newly established Hellenistic kingdoms, while in the west Rome's emergence as a superpower offered both new opportunity and danger. The Hellenistic world was a place of vibrant change in the spheres of art, architecture, urban planning, and public spectacle. In this course, we will consider the art and archaeology of this period in their political, social, and religious contexts, focusing on the visual language of power and royalty; developments in painting, sculpture, mosaics, and monumental architecture; interactions between Greeks and non-Greeks; and the impact of Greek culture in Rome.

**Requirements/Evaluation:** class participation, map quizzes, three short papers, mid-term exam, and a final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students with an interest in the ancient Mediterranean world and in the history of art and architecture

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 209 (D1) ARTH 230 (D1)

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Nicole G. Brown

### **CLAS 210 (F) Art and Experience in Ancient Rome**

**Cross-listings:** ARTH 211 CLAS 210

**Primary Cross-listing**

To see and be seen--it could be argued that this was the very definition of Roman culture. Much like today, spectacle and the dissemination of images lay at the heart of political and social life. The visual arts were crucial both to how the Romans rehearsed their identity and goals as a community, and to how individual Romans communicated their achievements and values. In this course, lectures on the art and architecture of ancient Rome (ca. 300 B.C.-A.D. 400) will provide the backdrop for an investigation into the role visual culture played in the lives of all Romans, including slaves and former slaves, women and children. Special topics will include the funeral and funerary portraiture; the military triumph and monuments of victory; the house as a site of memory; the use of images on coins; participation in religious celebrations; displays of war booty and prisoners of war; experience and audience at the racetrack and in the amphitheater; the spectacle of food and dining; and the Roman street as both contested space and a place for art. Readings will include a combination of primary and secondary sources. *All readings are in translation.*

**Requirements/Evaluation:** attendance and preparation, a mid-term, a final, and a medium-length paper

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 211 (D1) CLAS 210 (D1)

**Not offered current academic year**

### **CLAS 211 (S) Performing Greece**

**Cross-listings:** CLAS 211 COMP 248 THEA 211

**Primary Cross-listing**

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators through written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. We will survey the evidence for the musical, visual, and embodied aspects of Greek literature, and also reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagining of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identities, the workings of Athenian democracy, and the development of literary genres, and it will also enable us to consider the reception and reperformance of Greek myth and literature from new angles. All readings are in translation.

**Requirements/Evaluation:** active participation in class, short essays/projects (2-5 pages each, 5 total, including a longer final essay/project)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 211 (D1) COMP 248 (D1) THEA 211 (D1)

**Not offered current academic year**

### **CLAS 213 (S) The Human Figure in the Ancient Mediterranean**

**Cross-listings:** ARTH 213 CLAS 213

**Secondary Cross-listing**

From the earliest representations in the third millennium BCE until the end of the Roman period in the fifth century CE the human body remained the foremost choice of subject for artists, patrons, critics, and the public in the ancient Mediterranean world. This course will consider cultural ideas about the body in antiquity, and trace their repercussions in the modern era. Over the course of the semester we will concentrate on 12 case studies, each representing a specific concept from an area of the Mediterranean. Topics include the "shining bodies" of bare-chested potentates in Egypt and the ancient Near East, statues that give the dead voice, the perfection and humanity of the bodies of the gods, ancient Greek science and the nude goddess, the pathos of Hellenistic athletes, and the interpretative challenge of the ambiguous and sensuous marble forms of the Barberini Faun or the Sleeping Hermaphrodite, both found in Roman contexts. We'll consider the cross-influences of ideas about gender, class, race and the body coded in public and private art. Reading material will include ancient literature in translation as well as contemporary critical essays. Evaluation will be based on participation in discussion and group presentations, in-class writing assignments, short response papers, and a final 8-page research paper. Engaged library research of original paper topics will be supported throughout the semester.

**Requirements/Evaluation:** participation in discussion and group presentations, in-class writing assignments, short response papers, a final 8-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** open to any student, majors and non-majors, with interests in the ancient world; no experience with art history required; first-years and sophomores are encouraged

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 213 (D1) CLAS 213 (D1)

**Attributes:** ARTH pre-1800 Courses

**Not offered current academic year**

**CLAS 214 (S) Athletics and Literature in Ancient Greece (WS)**

**Cross-listings:** COMP 284 CLAS 214

**Primary Cross-listing**

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

**Requirements/Evaluation:** brief writing assignments, essays, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 284 (D1) CLAS 214 (D1)

**Writing Skills Notes:** Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of

previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah E. Olsen

### **CLAS 222 (S) Greek History**

**Cross-listings:** HIST 222 CLAS 222

#### **Primary Cross-listing**

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest contacts with eastern cultures, and will conclude with the spread of Greek influence into Asia and the transformation of Greek culture through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the continuous influence of contacts as well as conflicts with non-Greeks, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

**Class Format:** discussion

**Requirements/Evaluation:** contributions to class discussions, occasional short-writing exercises, a midterm, a final exam, and a medium-length essay.

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** Students majoring in Classics, History, and Art History, first-year students and sophomores.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 222 (D1) CLAS 222 (D1)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

**Not offered current academic year**

### **CLAS 223 (S) Roman History**

**Cross-listings:** CLAS 223 HIST 223 LEAD 223

#### **Primary Cross-listing**

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on

how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

**Requirements/Evaluation:** Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

**Prerequisites:** None; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **CLAS 227 (F) The Examined Life: Ancient Ethical Literature at Rome**

**Cross-listings:** COMP 277 CLAS 227

#### **Primary Cross-listing**

The philosophical schools of classical antiquity had in common a commitment to *eudaemonia*; that is, they considered human flourishing as a chief goal of life. This aim was not limited to professional philosophers, however. Rather, the question of how humans should live was a widespread and deeply felt concern, and ethical considerations pervade ancient texts across many genres. This course will focus on works of literature that consider how to live wisely, happily, and well, whether through seeking pleasure or acting justly, whether through political engagement or by retreating from society. We will analyze a wide variety of texts, but all are animated by an ethical premise most famously enunciated by Socrates, namely, that the unexamined life is not worth living. Readings may include dialogues, speeches, correspondence, plays, and poems, among them the *Satires* and *Epistles* of Horace, Seneca's *On Leisure* and *On the Happy Life*, and the *Meditations* of Marcus Aurelius. All readings will be in translation.

**Requirements/Evaluation:** class participation, several short written assignments, one or two longer essays (around five pages)

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Classics majors, Comparative Literature majors, or intending Classics and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 277 (D1) CLAS 227 (D1)

Not offered current academic year

### **CLAS 231 (S) Travel in the Ancient Mediterranean**

**Cross-listings:** CLAS 231 COMP 253

#### **Primary Cross-listing**

The ancient Mediterranean was a vast yet deeply interconnected world, not unlike our own. In spite of difficulties, people traversed it as traders, explorers, colonial invaders, refugees, pilgrims and even tourists. In this course, we will study both the practical realities of travel in the ancient Greco-Roman world and how the idea of journeys shaped and was shaped by these cultural contexts. We will navigate from Ithaca to Italy, from the depths of the underworld all the way to the Moon, as we read foundational travel narratives from Homer, Apollonius of Rhodes, Vergil, Lucian, and Apuleius. We will discuss how these texts represent cultural interactions, and in particular how they construct foreign "others" as well as local identities, and how they interrogate the limits and possibilities of human knowledge. Finally, we will observe how these texts themselves contribute to the emergence of a genre of travel narratives, with influences stretching to the modern day. All readings will be in English

**Class Format:** Class meetings will likely be primarily virtual, with potential for some in-person meeting opportunities.

**Requirements/Evaluation:** class participation, several short writing assignments, quizzes, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics and comparative literature majors and prospective majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 231 (D1) COMP 253 (D1)

Not offered current academic year

### **CLAS 235 (S) The Garden in the Ancient World**

**Cross-listings:** COMP 235 REL 235 CLAS 235 ENVI 232

**Primary Cross-listing**

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 235 (D1) REL 235 (D2) CLAS 235 (D1) ENVI 232 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **CLAS 242 (S) The Country and the City in the Classical World**

**Cross-listings:** ANTH 242 ENVI 242 CLAS 242

**Primary Cross-listing**

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

**Requirements/Evaluation:** informed participation, two short papers (2-5 pages), final paper (8-10 pages)

**Prerequisites:** none, although prior knowledge of the ancient world will be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** declared and intending majors in Classics and Environmental Studies

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 242 (D1) ENVI 242 (D1) CLAS 242 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not offered current academic year

### **CLAS 243 (S) The Nature of Work**

**Cross-listings:** CLAS 243 COMP 285 ARTH 245

#### **Primary Cross-listing**

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary sources. All readings will be in translation.

**Requirements/Evaluation:** class participation; several short writing assignments; final paper

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Classics majors, Art History majors, Comp Lit majors, and intending majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 243 (D1) COMP 285 (D1) ARTH 245 (D1)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nicole G. Brown

### **CLAS 248 (S) Greek Art and the Gods**

**Cross-listings:** ARTH 238 REL 216 CLAS 248

#### **Secondary Cross-listing**

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of

mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

**Class Format:** discussion

**Requirements/Evaluation:** short writing assignments, midterm exam, final exam, final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **CLAS 270 (F) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)**

**Cross-listings:** REL 270 COMP 263 CLAS 270

Secondary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the interpretive approach of the course. The second part of this course addresses these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. The third part of the course focuses on the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course. The final part of the course emphasizes modern interpretations of Jesus and the Jesus movement; here we shall be examining how scholars make use of ancient materials to frame their arguments.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

**Prerequisites:** none; open to all

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores, especially potential majors in Religion, Classics, and Comparative Literature

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 270 (D2) COMP 263 (D2) CLAS 270 (D1)

**Writing Skills Notes:** Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.

Not offered current academic year

### **CLAS 306 (S) The Good Life in Greek and Roman Ethics**

**Cross-listings:** CLAS 306 PHIL 306

Secondary Cross-listing

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

**Requirements/Evaluation:** several short response pieces; a final paper of 10-15 pages; active participation in seminar discussion

**Prerequisites:** Phil 201 will be helpful but is not necessary.

**Enrollment Limit:** 15

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 306 (D1) PHIL 306 (D2)

**Attributes:** PHIL History Courses

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

### **CLAS 307 (F) Augustine's Confessions**

**Cross-listings:** CLAS 307 PHIL 307 REL 303

**Secondary Cross-listing**

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the *Confessions*. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the *Confessions* (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

**Class Format:** Class meetings will consist primarily in student presentations and open, directed discussion of assigned readings.

**Requirements/Evaluation:** Regular reading assignments from the *Confessions* and related secondary literature. Weekly participation in online discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near and the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced students in Philosophy, Religion and/or Classics

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 307 (D1) PHIL 307 (D2) REL 303 (D2)

**Attributes:** PHIL History Courses

**Not offered current academic year**

**CLAS 330 (S) Plato (WS)****Cross-listings:** PHIL 330 CLAS 330**Secondary Cross-listing**

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion**Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts**Prerequisites:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary**Enrollment Limit:** 15**Enrollment Preferences:** upper-level Philosophy and Classics majors**Expected Class Size:** 15**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 330 (D2) CLAS 330 (D1)

**Writing Skills Notes:** Instructor will provide regular commentary on papers.**Attributes:** PHIL History Courses

Spring 2023

LEC Section: 01 Cancelled

**CLAS 332 (S) Aristotle's Metaphysics****Cross-listings:** CLAS 332 PHIL 332**Secondary Cross-listing**

In this course we will study Aristotle's *Metaphysics* concentrating on books *gamma-theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

**Requirements/Evaluation:** discussion leadership, weekly short papers, term paper**Prerequisites:** PHIL 201, CLAS 203**Enrollment Limit:** 12**Enrollment Preferences:** Philosophy and Classics majors**Expected Class Size:** 8-10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 332 (D1) PHIL 332 (D2)

**Attributes:** PHIL History Courses

Not offered current academic year

**CLAS 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern**

**Cross-listings:** ARTH 436 ENVI 436 CLAS 436

**Secondary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art history majors, graduate students in art history, classics majors, then any interested student

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will satisfy the seminar requirement in art history.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 436 (D1) ENVI 436 (D1) CLAS 436 (D1)

**Attributes:** ARTH pre-1800 Courses ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**CLAS 493 (F) Senior Thesis: Classics**

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Amanda R. Wilcox

**CLAS 494 (S) Senior Thesis: Classics**

Recommended for all candidates for the degree with honors. This project will normally be of one semester's duration, in addition to a Winter Study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Amanda R. Wilcox

**CLAS 497 (F) Independent Study: Classics**

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Amanda R. Wilcox

**CLAS 498 (S) Independent Study: Classics**

Classics independent study. Students with permission of the department may enroll for independent study on select topics not covered by current course offerings.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Amanda R. Wilcox

**CLAS 499 (S) Senior Colloquium**

This two-semester course is required for all senior Classics majors and usually meets four times each semester. Our activities vary from year to year but normally include presentations by seniors who are taking independent studies or writing Honors theses in Classics, as well as meetings with guest speakers and distinguished visiting professors. Although required for the Classics major, this is a non-credit course and does not count toward the number of semester courses required for the Classics major or for graduation. Senior majors are expected to attend every colloquium unless excused in advance.

**Class Format:** colloquium

**Grading:** non-graded

**Distributions:** No divisional credit

Not offered current academic year

**Winter Study -----**

**CLAS 11 (W) The Fundamentals of Baking: Precision and Play**

Baking is often regarded as a rather precise art, demanding close attention to measurement, temperature, and time. Yet it also rewards experimentation, as evident in baked goods that combine cultural traditions, accommodate dietary needs, and surprise us with unexpected but delightful combinations of flavors and textures. In this course, you will receive a hands-on introduction to baking and recipe development. We will learn to make a set of basic baked goods (bread, cake, pastry), paying attention to both established recipes and the principles that inform them. We will then explore and prepare variations, reading reflections by a diverse group of bakers and trying out their techniques (examples of readings include excerpts from Peter Reinhart, The Bread Bakers Apprentice, and Joanne Chang, Pastry Love). As a final project, each student will be asked to develop and

present a baked product of their own, accompanied by a set of polished "recipe notes" modeled on the cookbooks and blogs we have read together.

**Requirements/Evaluation:** final project or presentation, class participation, brief readings and written reflections

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** brief application

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TW 10:00 am - 12:50 pm Caleb Wolfson-Seeley

### **CLAS 25 (W) Presence in Place: The Greek Dramatic Imagination**

Classical Greek tragedy was a genre physically bounded by the space of the theater of Dionysus in Athens, yet famously capacious in its representation of other cities, shrines, and peoples. To experience a play like *Ion* or the *Eumenides*, in the theatrical audience or as a reader, is to be imaginatively transported to another place. Whether the play takes its audience to the Areopagus in Athens, the sacred shrines at Delphi, or even further away to Thebes or Corinth or the plain outside the fallen walls of Troy, it enables them (and us) to inhabit in our imagination spaces already laden with literary, religious, political and also personal, experiential significance. Greek tragedy invites us to consider the benefits and costs of travel undertaken as pilgrimage, tourism, and adventure, but also as the consequence of war, profiteering, or natural disaster. In turn, this course asks students to consider how "taking in the sights" of ancient and modern Greece can expand our understanding of Greek literature, art, and culture. The transformative potential of travel for good and ill, whether undertaken willingly or by force, is a central consideration. The course will include foundational reading in Greek tragedy and the scholarly literature that surrounds it, focusing on how the fifth-century Athenian stage functioned as a site for negotiating the role of place in constituting collective and individual identity. The tragic corpus will give us a common set of primary sources to consider as we prepare to explore relevant sites. The core work of the course will in occur in Greece, as we visit sites such as the Athenian Acropolis, the theater and sanctuary at Epidaurus, and the Temple of Aphaia on the island of Aegina, and reflect upon their history, representation, and significance. Each student will be responsible for offering a polished "site report," researched on-campus and delivered in Greece.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** Statement of interest outlining any relevant background or experience (coursework, fieldwork, language study), brief interviews with instructors.

**Enrollment Limit:** 12

**Enrollment Preferences:** Enrollment preference will be given to Classics majors and intending Classics majors, and to those with demonstrated interest in the ancient world who have not previously travelled abroad.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$40 in required books/supplies

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Sarah E. Olsen, Amanda R. Wilcox

### **CLAS 31 (W) Senior Thesis: Classics**

May be taken by students registered for Classics 493-494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Amanda R. Wilcox

**CLAS 99 (W) Independent Study: Classics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amanda R. Wilcox

## CLASSICS (Div I)

### GREEK

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

**Route A:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

**Route B:** (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

**Classics Colloquium:** All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

**Classical Studies Courses:** The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

## STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No, but students should consult with the department about language sequences.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of ancient Greek grammar, syntax, and vocabulary. While finishing the formal study of the language in the second semester, students begin reading prose and poetry of the classical period, usually works by Xenophon and Euripides.

**Requirements/Evaluation:** frequent quizzes, tests, and a final exam

**Prerequisites:** none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Kerry A. Christensen

**CLGR 102 (S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

**Requirements/Evaluation:** frequent quizzes, tests, and a final exam

**Prerequisites:** CLGR 101 or permission of department

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Kerry A. Christensen

**CLGR 201 (F) Intermediate Greek**

This course will be based on readings from Plato's *Ion* and Hesiod's *Theogony* in their original Greek. These texts will give you a taste of both Classical prose and Archaic poetry and enable you to improve your ability to read, comprehend, and translate ancient Greek literature. Plato and Hesiod also offer important and influential perspectives on the origins, effects, and value of poetry, and we will use their work as a starting point for asking ourselves questions like: what is poetry? Where does it come from? What is it good for? Students who successfully complete this course will be well-prepared for advanced study of Greek language and literature.

**Requirements/Evaluation:** Evaluation will be based on classroom participation, quizzes and exams, and take-home assignments (including, e.g., essays and brief prose composition tasks).

**Prerequisites:** CLGR 101-102 or two years of Greek in secondary school

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors and intended Classics majors

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Sarah E. Olsen

**CLGR 401 (S) Homer: The Iliad**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

**Requirements/Evaluation:** class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures

**Expected Class Size:** 5-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 402 (S) Homer: The Odyssey**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

**Requirements/Evaluation:** class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures

**Expected Class Size:** 5-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 404 (S) Tragedy**

This course will focus on reading, in Greek, a complete tragedy by Sophocles or Euripides. It will thus improve your ability to read and analyze Greek poetry in a variety of styles and meters. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

**Requirements/Evaluation:** contributions to class, exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors, students continuing the Greek sequence

**Expected Class Size:** 13

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Sarah E. Olsen

### **CLGR 405 (F) Greek Lyric Poetry**

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 409 (F) Plato**

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (*Symposium*, *Phaedo*, *Republic*, *Phaedrus*), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week or at a mutually agreed-on time that does not conflict with other course work.

**Requirements/Evaluation:** evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

**Expected Class Size:** 5-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 412 (F) Herodotus**

This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

**Requirements/Evaluation:** class participation, two short written assignments, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kerry A. Christensen

### **CLGR 414 (F) Thucydides**

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

**Requirements/Evaluation:** class preparation and participation, a midterm exam, a final paper, and a final translation exam

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**Winter Study** -----

**CLGR 99 (W) Independent Study: Greek**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amanda R. Wilcox

## CLASSICS (Div I)

### LATIN

**Chair: Professor Amanda Wilcox**

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

**Route A:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

**Route B:** (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

**Classics Colloquium:** All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

**Classical Studies Courses:** The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS

101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

## STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No, but students should consult with the department about language sequences.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

**Requirements/Evaluation:** frequent quizzes, classroom exercises, two midterms, a final project

**Prerequisites:** none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

**CLLA 102 (S) Introduction to Latin**

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

**Class Format:** recitation/discussion

**Requirements/Evaluation:** frequent quizzes, tests, classroom exercises, and a final exam

**Prerequisites:** CLLA 101 or permission of department

**Enrollment Limit:** 18

**Enrollment Preferences:** Students who have completed CLLA 101

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

**CLLA 201 (F) Intermediate Latin: The Late Republic**

This course aims to strengthen skills gained in previous study. In order to develop greater fluency and familiarity with classical Latin, we will read, translate, and analyze Cicero's *Pro Caelio* and selected short poems of Catullus. Both authors are brilliant stylists, though each writes in a very different mode. Taken together, these texts offer an excellent introduction to the expressive capacity of Latin in prose and verse. They also open up intriguing overlapping perspectives on the social, sexual, and political mores of late Republican Rome. We will consider the cultural context and implications of these texts as time permits.

**Requirements/Evaluation:** Engaged participation in class, occasional quizzes and short written assignments, a midterm and final exam

**Prerequisites:** CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors and prospective majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Amanda R. Wilcox

**CLLA 302 (S) Vergil's Aeneid**

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

**Requirements/Evaluation:** Class participation, a midterm exam, a final paper, and a final exam.

**Prerequisites:** CLLA 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Classics majors and prospective majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amanda R. Wilcox

### **CLLA 403 (S) The Invention of Love: Catullus and the Roman Elegists**

This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

**Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 405 (S) Livy and Tacitus: Myth, History and Morality in Ancient Rome**

We will begin the semester in mythical Rome by reading selections from Book 1 of Livy's history in which Roman values, practices and institutions are given their origin stories, and the mythical figures of Rome's past are established as moral exempla for Rome's present. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation and sympathy; we will examine as well how he constructs Rome's past through the filter of his own Augustan present. Writing more than a century after Livy, Tacitus offers a different and jaded view of Augustus and his legacy, one conditioned by his own experiences living through the terrors of the reign of Domitian. His compressed and fastidious prose is the vehicle for complex and gripping accounts of imperial scandals and tragedies as well as of individual acts of heroism and nobility. We will read primarily selections from Tacitus' *Annals* as well as selections from either his *Germania* or *Agricola*.

**Class Format:** discussion

**Requirements/Evaluation:** Evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 6-8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

### **CLLA 406 (F) Horace's Odes**

This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will

immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 407 (S) Caesar and Cicero**

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries and Cicero's speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 6-9

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 408 (F) Roman Comedy**

The comic plays that still survive all had their first productions within roughly forty years between 200 and 160 BCE, as Rome rapidly expanded its military, economic, and political reach beyond the Apennine peninsula. They present critically important evidence for how Roman literature and cultural identity developed in the second century, and they document formulas for slapstick action and low-brow jokes that remain in use even today. Staged in Greek costume and featuring ostensibly Greek characters, the comedies revel in mocking stereotypical Roman values but ultimately reassert them. Sometimes what the Romans found funny is all too familiar; sometimes it's shocking. Our main focus will be on the *Mostellaria* of Plautus, often translated as "The Haunted House." Characteristic of its genre, the *Mostellaria* focuses on generational conflict within a household, especially between father and son. To enrich our conversation, we will read several other comedies in translation as well as selected scholarly investigations of this play, its genre, and the historical context.

**Class Format:** Discussion/recitation. For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice per week.

**Requirements/Evaluation:** Evaluation will be based on class participation, several written assignments of varying length, and possibly short quizzes as well as a midterm exam and a final exam and/or essay.

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 409 (F) Seneca and the Self**

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

**Requirements/Evaluation:** class participation, several short written and oral assignments, midterm and final exams, and a final paper

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Amanda R. Wilcox

### **CLLA 414 (F) Vergil's Eclogues and Georgics**

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 415 (S) Ovid's *Metamorphoses***

This course will explore Ovid's greatest work, an epic poem in fifteen books entitled *Metamorphoses*. Ovid's poem narrates the story of the world from its beginning down to his own day, the reign of Augustus, via a series of tales closely woven together through the theme of change. We will translate and discuss large portions of the Latin text along with selections from contemporary scholarship in order to consider the poem in its original political and cultural context as well as its relationship to earlier models and its post-classical reception.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**Winter Study** -----

**CLLA 99 (W) Independent Study: Latin**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amanda R. Wilcox

## COGNITIVE SCIENCE (Div II)

Chair: Professor Nate Kornell

- Joseph L. Cruz, Chair and Professor of Philosophy
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Psychology, Cognitive Science
- Heather Williams, William Dwight Whitney Professor of Biology; affiliated with: Biology, Neuroscience
- Safa R. Zaki, Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Psychology; affiliated with: Dean of the Faculty's Office, Psychology

Cognitive science is concerned with how humans, non-human animals, and computers acquire, represent, manipulate, and use information. As an interdisciplinary field it combines research and theory from computer science (e.g., artificial intelligence), cognitive psychology, philosophy, linguistics, and neuroscience, and to some extent evolutionary biology, math, and anthropology. Complex issues of cognition are not easily addressed using traditional intra-disciplinary tools. Cognitive researchers in any discipline typically employ a collection of analytic and modeling tools from across traditional disciplinary boundaries. Thus, the methods and research agenda of cognitive science are broader than those of any of the fields that have traditionally contributed to cognitive science. The Cognitive Science Program is designed to provide students with the broad interdisciplinary foundation needed to approach issues of cognition.

### THE CONCENTRATION

The concentration in Cognitive Science consists of six courses, including an introductory course, four electives, and a senior seminar.

Minds, Brains, and Intelligent Behavior (COGS 222) is the entry point into the concentration, and provides an interdisciplinary perspective on issues of cognition. Ideally, it should be taken before the end of the sophomore year. Emphasizing the highly interdisciplinary nature of the field, the four electives must be distributed over at least three course prefixes. In the fall of the senior year, concentrators will participate in a senior seminar (COGS 493) or a senior tutorial, depending on enrollments.

### Required Courses

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

COGS 493 Senior Seminar or Senior Tutorial (In years where 493 is not offered, students should contact the Program Chair for details).

### Elective Courses

Four electives are required, chosen from at least three prefixes, at most two of which can be at the 100 level.

[BIOL 204\(S\) LEC Animal Behavior](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[COGS 224 / PHIL 221\(F\) SEM Introduction to Formal Linguistics](#)

Taught by: [Christian De Leon](#)

[Catalog details](#)

[COGS 323 / PSYC 323\(F\) TUT Visual Consciousness](#)

Taught by: TBA

[Catalog details](#)

[COGS 328 / PSYC 328\(S\) SEM Cognitive Approaches to Visual Perception](#)

Taught by: TBA

[Catalog details](#)

[COGS 390 / PHIL 390\(S\) SEM Discourse Dynamics](#)

Taught by: [Christian De Leon](#)

[Catalog details](#)

[CSCI 134\(F, S\) LEC Introduction to Computer Science](#)

Taught by: [Jeannie R Albrecht](#), [Mark Hopkins](#), [Rohit Bhattacharya](#), [Iris Howley](#)

[Catalog details](#)

[CSCI 361 / MATH 361\(F\) CON Theory of Computation](#)

Taught by: [Aaron Williams](#)

[Catalog details](#)

[CSCI 373\(F, S\) LEC Artificial Intelligence](#)

Taught by: [Mark Hopkins](#)

[Catalog details](#)

[CSCI 374\(F\) LEC Machine Learning](#)

Taught by: [Rohit Bhattacharya](#)

[Catalog details](#)

[CSCI 379 LEC Causal Inference](#)

Taught by: [Rohit Bhattacharya](#)

[Catalog details](#)

[NSCI 201 / BIOL 212 / PSYC 212\(F\) LEC Neuroscience](#)

Taught by: [Matt Carter](#), [Shannon Moore](#)

[Catalog details](#)

[PHIL 207\(S\) SEM Contemporary Philosophy of Mind](#)

Taught by: [Joseph Cruz](#)

[Catalog details](#)

[PHIL 216 / ENVI 216 SEM Philosophy of Animals](#)

Taught by: [Joseph Cruz](#)

[Catalog details](#)

[PSYC 221\(F\) LEC Cognitive Psychology](#)

Taught by: [Kris Kirby](#)

[Catalog details](#)

[PSYC 322 SEM Concepts: Mind, Brain, and Culture](#)

Taught by: TBA

[Catalog details](#)

[PSYC 326 SEM Choice and Decision Making](#)

Taught by: [Kris Kirby](#)

[Catalog details](#)

[PSYC 327\(S\) SEM Cognition and Education](#)

Taught by: [Nate Kornell](#)

[Catalog details](#)

[REL 288 / PHIL 288\(F\) SEM Embodiment and Consciousness: A Cross-Cultural Exploration](#)

Taught by: [Georges Dreyfus](#), [Joseph Cruz](#)

[Catalog details](#)

## Recommended Courses

The following courses are recommended for students seeking a richer background in cognitive science. These will not count as electives for the cognitive science concentration.

[BIOL 305\(S\) LEC Evolution](#)

Taught by: [Luana Maroja](#)

[Catalog details](#)

[COGS 224 / PHIL 221\(F\) SEM Introduction to Formal Linguistics](#)

Taught by: [Christian De Leon](#)

[Catalog details](#)

[COGS 390 / PHIL 390\(S\) SEM Discourse Dynamics](#)

Taught by: [Christian De Leon](#)

[Catalog details](#)

[ECON 502\(F\) LEC Statistics/Econometrics](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[MATH 250\(F, S\) LEC Linear Algebra](#)

Taught by: [Jenna Zomback](#), [Thomas Garrity](#)

[Catalog details](#)

[PHIL 209 / STS 209 SEM Philosophy of Science](#)

Taught by: [Bojana Mladenovic](#)

[Catalog details](#)

[PSYC 201\(F, S\) LEC Experimentation and Statistics](#)

Taught by: [Victor Cazares](#), [Amie Hane](#), [Catherine Stroud](#), [Jeremy Cone](#), [Kris Kirby](#)

[Catalog details](#)

[STAT 101\(F, S\) LEC Elementary Statistics and Data Analysis](#)

Taught by: [Elizabeth Upton](#)

[Catalog details](#)

[STAT 201\(F, S\) LEC Statistics and Data Analysis](#)

Taught by: [Anna Plantinga](#), [Stewart Johnson](#)

[Catalog details](#)

Formal admission to candidacy for honors will occur at the end of the fall semester of the senior year and will be based on promising performance in COGS 493. This program will consist of COGS W31-494(S), and will be supervised by members of the advisory committee from at least two

departments. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors.

## STUDY ABROAD

Students who wish to discuss plans for study abroad are invited to meet with any member of the Cognitive Science advisory committee.

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No. As long as the study abroad courses conform to the interdisciplinary distribution requirements of the concentration.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **COGS 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

**Cross-listings:** PSYC 222 PHIL 222 COGS 222

### **Primary Cross-listing**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Requirements/Evaluation:** midterm and final exams, and weekly exercises

**Prerequisites:** PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. There is no need to contact the instructor to indicate special interest in the course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

Spring 2023

LEC Section: 01 Cancelled

### **COGS 224 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

#### **Primary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

### **COGS 323 (F) Visual Consciousness (WS)**

**Cross-listings:** PSYC 323 COGS 323

#### **Primary Cross-listing**

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

**Requirements/Evaluation:** 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

**Prerequisites:** COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Cognitive Science concentrators and Psychology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 323 (D3) COGS 323 (D2)

**Writing Skills Notes:** In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022

TUT Section: T1 Cancelled

### **COGS 328 (S) Cognitive Approaches to Visual Perception**

**Cross-listings:** PSYC 328 COGS 328

#### **Primary Cross-listing**

When you open your eyes, you immediately perceive your environment in great detail. Seeing is so quick and effortless that people mistakenly think that vision works like a camera. However, the reason it feels effortless is due to the tremendous amount of complex processes and computations that take place in your brain whenever you open your eyes. In this course, we will explore such processes from a computational perspective and examine the concept of "visual illusion". We will focus on research methodologies used in vision science and look into how we can use such methodologies to explain visual illusions. We will learn about how our visual system processes certain visual features in our environment, such as motion, color, depth and shape. Learning about these processes will make us appreciate how everything we see around us can be a visual illusion.

**Requirements/Evaluation:** Class participation, weekly take-home quizzes, weekly short commentaries on readings, class presentation, individual 10-page final paper

**Prerequisites:** PSYC 221, COGS/PHIL/PSYC 222, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Cognitive Science concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 328 (D3) COGS 328 (D2)

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Spring 2023

SEM Section: 01 Cancelled

### **COGS 390 (S) Discourse Dynamics (WS)**

**Cross-listings:** COGS 390 PHIL 390

#### **Primary Cross-listing**

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in

which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

**Requirements/Evaluation:** Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

**Prerequisites:** At least one philosophy or cognitive science course (any level), or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 390 (D2) PHIL 390 (D2)

**Writing Skills Notes:** There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

### **COGS 493 (F) Advanced Topics in Mind and Cognition**

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this seminar we will investigate some of the current trends in mind and cognition. We will attend both to the specific empirical details as well as the conceptual foundations of cognitive science. In particular, we will focus on the concept of mental representation, which is the core and defining theoretical posit in the field of cognitive sciences. We will discuss both the philosophical foundations of this concept, as well as how it is utilized in the current empirical literature in this field.

**Requirements/Evaluation:** in-class participation, seminar presentations, final paper & project

**Prerequisites:** Senior Cognitive Science concentrator

**Enrollment Limit:** 12

**Enrollment Preferences:** Open only to Senior Cognitive Science concentrators

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 TBA Joseph L. Cruz

### **COGS 494 (S) Senior Thesis: Cognitive Science**

The senior concentrator, having completed the senior seminar and with approval from the advisory committee, may devote winter study and the spring semester to a senior thesis based on the fall research project.

**Requirements/Evaluation:** Determined by thesis advisor

**Prerequisites:** permission of program chair

**Enrollment Limit:** none

**Enrollment Preferences:** Senior Cognitive Science concentrators

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Nate Kornell

**COGS 497 (F) Independent Study: Cognitive Science**

Cognitive Science independent study.

**Class Format:** This course is coordinated in agreement with a sponsoring Cognitive Science faculty member.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** permission of program chair

**Enrollment Limit:** none

**Enrollment Preferences:** Cognitive Science concentrators

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Nate Kornell

**COGS 498 (S) Independent Study: Cognitive Science**

Cognitive Science independent study.

**Class Format:** This course is coordinated in agreement with a sponsoring Cognitive Science faculty member.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** permission of program chair

**Enrollment Limit:** none

**Enrollment Preferences:** Cognitive Science concentrators

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Nate Kornell

**Winter Study -----**

**COGS 31 (W) Senior Thesis: Cognitive Science**

May be taken by students registered for Cognitive Science 494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Nate Kornell

**COGS 99 (W) Ind Study: Cognitive Science**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Nate Kornell

## COMPARATIVE LITERATURE (Div I)

Chair: Professor Sarah Allen

- Sarah M. Allen, Chair and Associate Professor of Comparative Literature
- Christopher A. Bolton, Edward Dorr Griffin Professor of Comparative and Japanese Literature
- Amal Equei, Assistant Professor of Comparative Literature; affiliated with: Arabic Studies, Comparative Literature; on leave Fall 2022
- Michele Monserrati, Visiting Assistant Professor of Romance Languages and Comparative Literature; affiliated with: Romance Languages, Comparative Literature
- Lama Nassif, Associate Professor of Arabic Studies; affiliated with: Arabic Studies, Comparative Literature; on leave 2022-2023

Students motivated by a desire to study literary art in the broadest sense of the term will find an intellectual home in the Program in Comparative Literature. The Program in Comparative Literature gives students the opportunity to develop their critical faculties through the analysis of literature across cultures, and through the exploration of literary and critical theory. By crossing national, linguistic, historical, and disciplinary boundaries, students of Comparative Literature learn to read texts for the ways they make meaning, the assumptions that underlie that meaning, and the aesthetic elements evinced in the making. Students of Comparative Literature are encouraged to examine the widest possible range of literary communication, including the metamorphosis of media, genres, forms, and themes.

Whereas specific literature programs allow the student to trace the development of one literature in a particular culture over a period of time, Comparative Literature juxtaposes the writings of different cultures and epochs in a variety of ways. Because interpretive methods from other disciplines play a crucial role in investigating literature's larger context, the Program offers courses intended for students in all divisions of the college and of all interests. These include courses that introduce students to the comparative study of world literature and courses designed to enhance any foreign language major in the Williams curriculum. In addition, the Program offers courses in literary theory that illuminate the study of texts of all sorts. Note: the English Department allows students to count one course with a COMP prefix as an elective within the English major.

### MAJOR

The Comparative Literature major consists of nine courses in literature (broadly conceived) or relevant theoretical approaches, and a Senior Portfolio (COMP 490; thesis-writers substitute COMP 494). All Comparative Literature majors take COMP 111: Nature of Narrative. Students considering the major are strongly encouraged to take COMP 111 in their first or second year. In exceptional circumstances, a student may substitute an upper-level course with the approval of the Comparative Literature Advisory Committee. Five (or more) of the remaining courses must include, as at least half of their content, material originally written in a language other than English (non-English texts may be read in the original language or in translation) OR be heavily focused on comparison across different media. Note that courses not carrying the COMP prefix may also be eligible for major credit. Two of the courses taken for the major must be designated as Writing Skills courses and two must be at the 300-level or above.

### Senior Portfolio

The Senior Portfolio is an assembly of the student's work that explores their intellectual development through the course of their study of Comparative Literature. The student will select three pieces of work from previous courses taken for the major and tie them together through an eight-to-ten-page unifying essay or other creative project. There are a range of possibilities for this aspect of the portfolio, including more traditional analytic essays and other forms of creative artistic expression (fiction, poetry, visual arts, etc.). For thesis writers, the thesis replaces the Senior Portfolio. Majors will present their Senior Portfolios during a symposium soon after spring break in their final spring semester. Students should select a Senior Portfolio advisor and submit an initial proposal to the advisor and to the chair in the semester preceding (fall semester of senior year for students graduating in June, and fall semester of junior year for students graduating in December), and must enroll in COMP 490 in their final spring semester.

### THE DEGREE WITH HONORS IN COMPARATIVE LITERATURE

#### Prerequisites

Honors candidates in Comparative Literature are required to have maintained a GPA of 3.5 in the major to qualify for submitting a thesis proposal. In addition, candidates must demonstrate a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

#### Timing

Students wishing to pursue a thesis in Comparative Literature are strongly urged to secure an advisor by the end of the week after Spring Break in

their junior year. By May 15th of their junior year, candidates must submit to the Program Advisory Committee a one- to two-page proposal and a preliminary bibliography. The Advisory Committee will inform candidates by June 1 whether they may proceed with the thesis and advise them about any changes that should be made in the focus or scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and preparing for the process of writing the thesis.

In their senior year, candidates will devote two semesters and the winter study period to their theses (493-31-494). By the end of the Fall semester, students will normally have undertaken substantial research and produced the draft of at least the first half of the project. At this point students should also have a clear sense of the work remaining for completion of the thesis. In the course of the Fall semester, students will also have chosen and met with a second reader for the project, who will provide additional guidance and read the final thesis. By the end of Winter Study, students should have completed a draft of the entire project. At that time, the Comparative Literature Advisory Committee, together with the advisor, will determine whether the project may continue as an Honors Thesis, or whether its first portions (COMP 493-COMP 31) will be graded as Independent Studies.

The second semester of independent thesis work will be spent revising as necessary. The completed thesis in its final form will be due one week before the last day of classes. The student will make a public presentation of the thesis as part of the Senior Portfolio Symposium soon after spring break.

### **Characteristics of the Thesis, Evaluation, and Major Credit**

The topic of the thesis must be comparative and/or theoretical. It is also possible to write a thesis that consists of an original translation of a significant text or texts; in this case, a theoretical apparatus must accompany the translation. The complete thesis must be at least 50 and at most 75 pages in length, excluding the bibliography.

The advisor will assign the grades for the thesis courses (COMP 493-31-494); the Advisory Committee will determine whether a candidate will receive Honors, Highest Honors, or no honors.

For students who pursue an honors thesis, the total number of courses required for the major—including the thesis course (COMP 493-31-494)—is 10, i.e., one of the thesis courses may substitute for one course and the Senior Portfolio.

### **STUDY ABROAD**

The Program in Comparative Literature strongly urges its majors to study abroad. Up to four courses on literature taken abroad can be counted towards the major, provided they satisfy the program's requirements.

### **FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department. Some courses can be approved definitively, others provisionally. Approval for core credit may require more information.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings/assignments. Sometimes we can tell from the title, sometimes a description is needed. We often need to know the readings assigned.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes, four.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. No substitutions are allowed for COMP 111 (Nature of Narrative).

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. No study abroad spring semester senior year because of the senior portfolio. We also strongly recommended that students take COMP 111 Nature of Narrative before studying abroad (but they aren't required to do so).

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

Not a common problem, but it has happened. The department typically doesn't count Div II-type culture courses.

**COMP 101 (F) Greek Literature: Performance, Conflict, Desire****Cross-listings:** CLAS 101 COMP 101 THEA 104**Secondary Cross-listing**

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also evoked by lyric song, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, paying special attention to questions of performance context and audience. We will consider, for example, how the competitive and erotically-charged environment of the Greek symposium is crucial for understanding both Sappho's songs and the philosophical dialogues of Plato and Xenophon. The nexus of performance, conflict, and desire will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. This course will include readings from the works of, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, and assignments will incorporate interactive and experiential elements, such as recitations, staged readings, and debates. All readings are in translation.

**Requirements/Evaluation:** two medium-length essays, final exam, active participation, preparation for and participation in debates and staged readings (short writing assignments, in-class presentations).**Prerequisites:** none**Enrollment Limit:** 40**Enrollment Preferences:** Classics majors, first years, sophomores**Expected Class Size:** 10-15**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 101 (D1) COMP 101 (D1) THEA 104 (D1)

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

**COMP 105 (S) "Make it New": The Modernist Experiment (WS)****Cross-listings:** ENGL 106 COMP 105**Secondary Cross-listing**

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bahaus, and early experiments in film.

**Requirements/Evaluation:** active class participation; three papers rising from 3-7 pages; three two-page reading responses**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** students who have not taken or placed out of a 100-level ENGL course**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 106 (D1) COMP 105 (D1)

**Writing Skills Notes:** Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Literary Histories C

Not offered current academic year

**COMP 106 (S) Temptation (WS)**

**Cross-listings:** COMP 106 ENGL 107

Secondary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

**Requirements/Evaluation:** Four five-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 106 (D1) ENGL 107 (D1)

**Writing Skills Notes:** Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**COMP 107 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)**

**Cross-listings:** RLFR 106 COMP 107

Secondary Cross-listing

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Prerequisites:** Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

Not offered current academic year

### **COMP 108 (S) Roman Literature: Gender, Virtue, Empire**

**Cross-listings:** CLAS 102 COMP 108

#### Secondary Cross-listing

In the first book of Vergil's *Aeneid*, the god Jupiter prophesies the foundation and the greatness of Rome: "I place no limits on their fortunes and no time; I grant them empire without end." Yet elsewhere in this epic account of Rome's origins, this promise of unlimited power for the descendants of Romulus seems to be seriously abridged. Some readers have seen, not only in the *Aeneid* but throughout classical Roman literature, a persistent tendency to inscribe the decay and disintegration of Roman power into the very works that proclaim and celebrate Roman preeminence. This course explores the ancient Romans' own interpretations of their past, their present, and their destiny: the humble beginnings of their city, its rise to supreme world power, and premonitions of its decline. Related topics for our consideration will include Roman constructions of gender, the location and expression of virtue in the public and private spheres, the connections and conflicts between moral probity and political success, the exercise of individual power versus action on behalf of the commonwealth, the absorption of foreign customs and peoples into Rome, the management of literal and imaginary frontiers, and other anxieties of empire. We will read selections and complete works by a wide variety of Roman authors, including Cicero, Catullus, Caesar, Vergil, Sallust, Horace, Ovid, Seneca, and Tacitus. *All readings will be in translation.*

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments, midterm and final exams with essays, and contributions to class discussion

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students and sophomores and majors in Classics and Comparative Literature

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 102 (D1) COMP 108 (D1)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Amanda R. Wilcox

### **COMP 109 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)**

**Cross-listings:** GERM 110 COMP 109

#### Secondary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated

periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (*Coded Message for the Boss*, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (*The Lost Honor of Katharina Blum*, 1975; *Knife in the Head*, 1978) the afterlives of former terrorists who were offered new identities as 'ordinary' East Germans (*The Legend of Rita*, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (*Es ist nicht vorbei*, Anderson). We will also discuss popular film representations of spying in *Lives of Others* (2007) and *Bridge of Spies* (2015), and selected episodes from the popular TV-series *Germany 83 and 86* (2018). Literature will likely include: Thomas Brasch, *The Sons Die Before the Fathers* (1977), Christa Wolf, *What Remains* (1993), Monika Maron, *Flight of Ashes* (1981), Heinrich Böll, *The Lost Honour of Katharina Blum* (1974). All texts in English, films have English subtitles.

**Class Format:** Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

**Requirements/Evaluation:** 5 5-page tutorial papers and 2-page responses (in English)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First Years, in groups of 3 students.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 110 (D1) COMP 109 (D1)

**Writing Skills Notes:** This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Not offered current academic year

## **COMP 110 (S) Introduction to Comparative Literature**

**Cross-listings:** ENGL 241 COMP 110

Primary Cross-listing

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. *All readings will be in English.*

**Requirements/Evaluation:** attendance, participation, two 5-page papers, a few short responses, midterm exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students considering a major in Comparative Literature

**Expected Class Size:** 35

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 241 (D1) COMP 110 (D1)

Not offered current academic year

**COMP 111 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** COMP 111 ENGL 120

**Primary Cross-listing**

Stories are one way that we make sense of the world; but how you tell a story is just as important as the events it relates. This course will examine literary narratives from a wide range of traditions, media, and genres, and work on reading them in more informed, more sophisticated, and more interesting ways. Texts will span classics (e.g. Homeric epic and/or The Tale of Genji), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Tolstoy, Zola, Garcia Marquez, Toni Morrison, and/or Colson Whitehead), and visual literature from film and drama to graphic memoir (possibly including Art Spiegelman, Tezuka Osamu, and Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The second half of the course may have a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 111 (D1) ENGL 120 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

**Attributes:** FMST Related Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah M. Allen

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Christopher A. Bolton

**COMP 117 (F) Introduction to Cultural Theory (WS)**

**Cross-listings:** ENGL 117 COMP 117

**Secondary Cross-listing**

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

**Class Format:** discussion

**Requirements/Evaluation:** four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice

weekly, class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 117 (D1) COMP 117 (D1)

**Writing Skills Notes:** Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

### **COMP 128 (S) Reading Asian American Literature**

**Cross-listings:** COMP 128 ENGL 128 AMST 128

#### **Secondary Cross-listing**

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective AMST or ENGL majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 128 (D2) ENGL 128 (D1) AMST 128 (D2)

**Attributes:** AMST Arts in Context Electives

**Not offered current academic year**

### **COMP 129 (F) James Baldwin's Song**

**Cross-listings:** AFR 128 COMP 129 MUS 179

#### **Secondary Cross-listing**

"It is only in his music [ . . . ] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no

American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

**Requirements/Evaluation:** Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 128 (D2) COMP 129 (D1) MUS 179 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **COMP 130 Writing for the Humanities (WS)**

Compelling academic prose is a rare beast. In this course we will investigate what makes for good academic writing and how we can produce it ourselves. We will begin with words, then progress to sentences, paragraphs, and essays. Our reading will be close, our writing closer. Topics include the following: Are adverbs incredibly important? When is less more, and when isn't it? Is your garden English, or is it Chinese? What is the "uneven U" and why does it work? How does your audience affect how you write? In addition to reading writing about writing by Orwell, Fish, Tufte, Hayot, and (inevitably) Strunk and White, we will look closely at academic prose out in the wild, both good and bad. This course is for anyone who is interested in exploring in more depth the craft of writing, whether you have always considered yourself a "good writer" or struggle to fill a single page (or both). Our focus will be on academic writing for the humanities, but the skills we will develop are relevant to many other contexts as well.

**Requirements/Evaluation:** Regular attendance and active participation in class; writing assignments ranging in length from sentences to essays of varying length (500 words to 5-7 pages).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First- and second-year students

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course will center on explicit, in-depth discussion of writing. We will read and discuss both writing on writing, and examples of prose. Students will complete weekly writing assignments of varying lengths and degrees of formality on which they will receive feedback from the instructor with particular attention to the craft of writing; some assignments will also be shared with the rest of the class.

Not offered current academic year

### **COMP 133 (S) Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle**

**Cross-listings:** ECON 133 GBST 133 COMP 133 AFR 133

**Secondary Cross-listing**

This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to contemporary challenges of Caribbean Economic Development. Using the 'plantation' and the 'plot' as sites of continuing exploitation and struggle, this course delves into Caribbean postcolonial development thinking. We will explore the present-day relevance of these sites to racial justice and environmental crises and their historical roots in colonial surplus extraction. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy, its seascape and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and extractive geographies today. Unorthodox perspectives on economic and social thought that emerged to explain the region's integral role in merchant and industrial capitalism, New World social formations and contemporary globalization will also be discussed. We will closely analyze critical texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, labor regimes, agrarian change, structural adjustment, economic and ecological crises, postcolonial debt, technology, current fragmentation of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena starting from the plantation to the plot within cultural and literary works in pluralistic, productive, and powerful ways.

**Requirements/Evaluation:** Oral or poster presentation analyzing a literary and Caribbean economist's work side-by-side (15 minutes or full-length/multi-page poster); critical analysis of a Caribbean economic sector or major regional report--choice made after discussion with instructor (10 pages); final project: review of a specific Caribbean community defined by group, geography or economic status drawing upon class, race, gendered axes of analysis (15 pages); participation (creative presentation of a reading drawing upon Caribbean cultural traditions that raise questions for class discussion)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 133 (D2) GBST 133 (D2) COMP 133 (D2) AFR 133 (D2)

**Attributes:** AFR Core Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Keston K. Perry

**COMP 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**

**Cross-listings:** ANTH 134 CHIN 134 COMP 134 REL 134

**Secondary Cross-listing**

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion--living a life of seclusion from society--in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state--to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

**COMP 139 (S) Living a Feminist Life** (DPE) (WS)

**Cross-listings:** COMP 139 ENGL 139 WGSS 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

**Requirements/Evaluation:** five short written assignments and one final research project

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 139 (D1) ENGL 139 (D1) WGSS 139 (D1)

**Writing Skills Notes:** This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

**Difference, Power, and Equity Notes:** This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

**Attributes:** ENGL Literary Histories C

Not offered current academic year

**COMP 151 (F) The Art of Playing: An Introduction to Theatre and Performance**

**Cross-listings:** THEA 101 COMP 151 GBST 116

Secondary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

**Requirements/Evaluation:** two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** prospective Theatre majors or Theatre majors or Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 101 (D1) COMP 151 (D1) GBST 116 (D2)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Shanti Pillai

SEM Section: 02 TR 11:20 am - 12:35 pm Shanti Pillai

### **COMP 153 (S) Japanese Film**

**Cross-listings:** ASIA 153 ASST 153 COMP 153

**Primary Cross-listing**

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled.* All levels welcome.

**Requirements/Evaluation:** attendance & participation, a few short response assignments, two 5-page papers, in-class test

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students majoring or considering a major in comparative literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 153 (D1) ASST 153 (D1) COMP 153 (D1)

**Attributes:** FMST Core Courses

**Not offered current academic year**

### **COMP 155 (S) Contemporary Mexican Cinema and the World (WS)**

**Cross-listings:** ENGL 155 COMP 155

### Secondary Cross-listing

This expository writing course is grounded in an exploration of contemporary Mexican cinema and develops students' ability to critically write about film. We will focus on feature-length films, documentaries, and short films that not only grapple with Mexican history and identity but also those that travel beyond the borders of Mexico. The list of directors whose work will be considered includes Natalia Beristáin, Alfonso Cuarón, Jonás Cuarón, Guillermo del Toro, Alejandro González Iñárritu, Alejandra Márquez Abella, Kenya Márquez, Jorge Pérez Solano, and Patricia Riggen.

**Requirements/Evaluation:** Active participation, written and verbal comments on peer work, five papers (including one revision)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 155 (D1) COMP 155 (D1)

**Writing Skills Notes:** Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Attributes:** LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

### COMP 161 (S) Metafiction (WS)

**Cross-listings:** ENGL 161 COMP 161

### Secondary Cross-listing

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Kelly Link, Paul Park, and others. Ultimately, we will use the study of metafiction to focus our inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing.

**Requirements/Evaluation:** several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 161 (D1) COMP 161 (D1)

**Writing Skills Notes:** Students write five essays with considerable feedback from the instructor.

Not offered current academic year

### COMP 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

### Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less

common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

### **COMP 186 (F) Japanese Popular Visual Culture**

**Cross-listings:** COMP 186 ARTH 586 ASIA 186 ARTH 286

#### **Primary Cross-listing**

The phrase "Japanese popular culture" often calls to mind comics and animation, but Japan's earliest visual pop culture dates back to the 17th century and the development of arts like kabuki theater and woodblock prints that could be produced for a mass audience. This course traces Japanese popular culture through a range of visual media: kabuki and puppet theater, premodern and postmodern visual art (*ukiyo-e*, Superflat), classic film (Ozu, Mizoguchi, Kurosawa), manga/comics (Tezuka, Otomo, Hagio), and animation (Oshii, Miyazaki, Kon). The class will also study material examples of Japanese popular culture on display in the *Repro Japan* exhibition at the Williams College Museum of Art. We will develop visual reading skills to come up with original interpretations of these works, and compare different media to make them shed light on one another.

**Class Format:** discussion

**Requirements/Evaluation:** attendance, participation, two 5-page papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** students majoring or considering a major in a related discipline

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 186 (D1) ARTH 586 (D1) ASIA 186 (D1) ARTH 286 (D1)

**Not offered current academic year**

### **COMP 202 (F) Modern Drama**

**Cross-listings:** THEA 229 ENGL 202 COMP 202

**Secondary Cross-listing**

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

**Requirements/Evaluation:** Two 6-page papers; regular short responses and discussion board postings; and active participation in class discussions.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is strongly recommended for any students majoring in Theatre.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 229 (D1) ENGL 202 (D1) COMP 202 (D1)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

**COMP 203 (F) Nineteenth-Century Russian Literature**

**Cross-listings:** COMP 203 RUSS 203

**Secondary Cross-listing**

This course will introduce you to some of the most influential literary texts of the nineteenth-century Russian literature that became moral, ideological, and aesthetic touchstones for *all* later periods of Russian culture. We will study the works of Pushkin, Gogol, Lermontov, Turgenev, Chernyshevsky, Dostoevsky, Tolstoy, and Chekhov with attention to their thematic and aesthetic preoccupations, socio-political and philosophical contributions, and historical contexts. Topics of particular interest include Russia's national and imperial identity; Russia's experiment in Westernization; questions of religion and science; the fluctuating meanings of social class and rebellion. By the end of this course, you will have acquired a basic understanding of the history, aesthetics, and politics of nineteenth-century Russian literary culture, as well as its broader legacy. You will have strengthened your reading and writing skills through training to read primary texts closely and analytically. All readings are in English.

**Requirements/Evaluation:** participation, reading responses on Glow, one presentation, one short paper, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students majoring or considering a major in Russian or Comparative literature

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 203 (D1) RUSS 203 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

**Not offered current academic year**

**COMP 204 (S) To See the Past: Russian and Soviet Cinema on History**

**Cross-listings:** RUSS 204 GBST 204 COMP 204

**Secondary Cross-listing**

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

**Requirements/Evaluation:** For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 204 (D1) GBST 204 (D1) COMP 204 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Olga Kim

### **COMP 206 (S) The Book of Job and Joban Literature**

**Cross-listings:** JWST 206 REL 206 COMP 206

#### **Secondary Cross-listing**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. All readings are in translation.

**Class Format:** For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 206 (D2) REL 206 (D2) COMP 206 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **COMP 207 (S) Genesis: The Family Saga**

**Cross-listings:** COMP 207 REL 208 JWST 208

**Secondary Cross-listing**

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

**Requirements/Evaluation:** class participation, a series of short writing assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in Biblical literature

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **COMP 208 (S) Through the Looking Glass: Comparative Children's Literature**

Oh, the reads we will read, if you follow my lead!

We will amble at first and then soon pick up speed,

And we'll bury our noses in books thick and thin.

This I vow by the hair on my chinny-chin-chin.

There'll be picture books, fairy tales, primers, and verse,

Tales of joy, fun, and laughter; and, alas, the reverse.

Some were written in English, but most of them not.

Though we'll read in translation: sign on up, polyglot!

For example, there's Lindgren, Yumoto, and Grimm,

Tonatiuh, and Sendak. Surely, you've heard of him?

We'll critique illustrations, we'll wonder, we'll ponder,

And by turns we'll divine what defines this grand genre.

Is it mere fun and games, pixie dust, sweet as pie?

Does it ask to be read with a serious eye?

Books appeal to our puzzler--our minds--after all,

And a child is a thinker, no matter how small.

You'll reflect, cogitate, then you'll write, write, write, WRITE!

And your thoughts will become this instructor's delight.

**Class Format:** This course runs in seminar format, but in terms of content and approach, it also functions as a survey course. We will generally move through material quickly, but occasionally pause and dig more deeply. Please note: this course will sometimes meet during the scheduled Friday slot.

**Requirements/Evaluation:** regular reading and/or viewing, leading class discussion, 4-5 short writing assignments (2 pages), one longer writing assignment (4-5 pages), and a final project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Comparative Literature majors, then language majors, then students in teaching program

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

### **COMP 209 (S) Translating French: An Introduction to Theory and Practice**

**Cross-listings:** COMP 209 RLFR 218

#### **Secondary Cross-listing**

What decisions do translators make in order to render texts accurately (and even beautifully) into another language? What makes one translation "better" than another? Should we consider translation as a literary genre in its own right, and should we read translated texts differently from texts in their original language? This advanced course will invite you into the world of translation studies, bringing together aspects of translation theory and technical translation methodologies in order to develop your skills as translators, readers, and speakers of French. We will translate texts from a range of genres mostly from French into English and occasionally from English into French, paying particular attention to the formal and linguistic differences that can pose problems for translators. In addition to completing an independent translation project on your choice of text or media, you will also consider your own priorities as translators, formulating and revising two translation statements over the course of the semester. This course will be taught in French, and the class format will vary between lectures, seminar-style discussions, workshops, and student presentations.

**Requirements/Evaluation:** Active class participation, three written translations, and final translation project (including a written translation and class presentation).

**Prerequisites:** Strong performance in RLFR 106, successful performance in another 200-level French course, or by placement, or by permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to French majors and certificate students, and to Comparative Literature majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 209 (D1) RLFR 218 (D1)

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Kathryn E Levine

### **COMP 210 (S) Latina/o/x Language Politics: Hybrid Voices**

**Cross-listings:** AMST 240 COMP 210 LATS 240

#### **Secondary Cross-listing**

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. How are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity

challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Requirements/Evaluation:** participation, two essays, final written reflection

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 240 (D2) COMP 210 (D2) LATS 240 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Maria Elena Cepeda

### **COMP 211 (F) The Jewish Art of Interpretation**

**Cross-listings:** JWST 222 REL 222 COMP 211

**Secondary Cross-listing**

*Turn it and turn it, for everything is in it.* This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

**Requirements/Evaluation:** class participation, regular short written and oral assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 222 (D2) REL 222 (D2) COMP 211 (D2)

**Attributes:** JWST Core Electives

**Not offered current academic year**

### **COMP 212 (S) Moving While Black**

**Cross-listings:** COMP 212 DANC 217 AMST 212 AFR 216

**Secondary Cross-listing**

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

**Class Format:** classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

**Requirements/Evaluation:** multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 212 (D1) DANC 217 (D2) AMST 212 (D2) AFR 216 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **COMP 213 (S) Reading the Qur'an**

**Cross-listings:** ARAB 236 REL 236 COMP 213 GBST 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

**Requirements/Evaluation:** class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Arabic Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Not offered current academic year

### **COMP 215 (F) Cults of Personality (WS)**

**Cross-listings:** COMP 215 RUSS 219

#### **Secondary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 215 (D1) RUSS 219 (D1)

**Writing Skills Notes:** Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2022

TUT Section: T1 TBA Julie A. Cassidy

### **COMP 217 (S) Ancient Wisdom Literature**

**Cross-listings:** JWST 205 CLAS 205 REL 205 COMP 217

#### **Secondary Cross-listing**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 205 (D2) CLAS 205 (D2) REL 205 (D2) COMP 217 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

### **COMP 219 (S) Libert , Egalit , Fraternit  ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

#### Secondary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une n gresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

### **COMP 220 (F) Greek Tragedy**

**Cross-listings:** CLAS 202 COMP 220 THEA 220

#### Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and

adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

**Requirements/Evaluation:** class participation, several essays, brief oral presentations

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 202 (D1) COMP 220 (D1) THEA 220 (D1)

Not offered current academic year

### **COMP 223 (S) Japanese Food Culture in a Global Context (DPE)**

**Cross-listings:** JAPN 223 COMP 223

Secondary Cross-listing

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

### **COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

Secondary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into

contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**COMP 231 (F) Postmodernism (WS)**

**Cross-listings:** COMP 231 ENGL 266

**Primary Cross-listing**

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

**Class Format:** after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

**Requirements/Evaluation:** participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

**Prerequisites:** a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Comparative Literature majors, students with a demonstrated interest

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 231 (D1) ENGL 266 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

**Attributes:** ENGL Criticism Courses

Not offered current academic year

### **COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

#### **Primary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Requirements/Evaluation:** active participation, two shorter papers, a midterm, and a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **COMP 233 (F) Love and Strife**

**Cross-listings:** COMP 233 CLAS 201

#### **Secondary Cross-listing**

In one of the earliest known attempts to explain the universe, the philosopher-poet Empedocles wrote that everything in existence is moved by love

and strife. This fundamental pair of forces has shaped accounts of human experience for over two millennia. Are these principles simple opposites, complements, or even two aspects of a single concept? What happens when they fall out of balance or both are absent? Can love consume strife, or strife destroy love? Artists and writers have taken up these and similar questions in myriad forms, from nursery rhymes to epic poems, from philosophical contemplation to popular song, from the tragic stage to the silver screen. This course will use Greek and Latin works as touchstones for exploring ancient and modern representations of love and strife. Our ancient sources may include Homer, Sappho, Sophocles, Horace, Catullus, and Seneca, as well as architecture, graffiti, and epitaphs. Later sources may include Shakespeare and screwball comedies, Broadway standards and the Beatles, Renaissance fresco and modern sculpture, and literary professions of love from the silly to the sublime. All readings are in translation.

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation, short written assignments, and a final paper/project.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Classics and Comparative Literature majors and prospective majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 233 (D1) CLAS 201 (D1)

Not offered current academic year

### **COMP 234 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that

address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

### **COMP 235 (S) The Garden in the Ancient World**

**Cross-listings:** COMP 235 REL 235 CLAS 235 ENVI 232

#### **Secondary Cross-listing**

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 235 (D1) REL 235 (D2) CLAS 235 (D1) ENVI 232 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

### **COMP 236 (S) Narrating Color: Black Women Sing and Write About Complexion**

**Cross-listings:** COMP 236 WGSS 206 AFR 202

#### **Secondary Cross-listing**

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

**Requirements/Evaluation:** Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of

songs that would serve as accompaniment to one of the texts from the class.

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** This class is specifically designed for first year students. Sophomores can register only with advanced permission.

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 236 (D1) WGSS 206 (D2) AFR 202 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **COMP 240 (F) Introduction to Literary Theory (WS)**

**Cross-listings:** COMP 240 ENGL 230

#### Secondary Cross-listing

This course introduces students to some of the most significant and compelling trends in modern criticism-such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism-in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello*, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

**Class Format:** discussion

**Requirements/Evaluation:** frequent short papers totaling 20 pages

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 240 (D1) ENGL 230 (D1)

**Writing Skills Notes:** The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Not offered current academic year

### **COMP 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

#### Primary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected

rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

### **COMP 243 Performance Practices of India (DPE)**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Not offered current academic year

**COMP 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**COMP 245 Everything New is Old Again: Legacies of Medieval France**

In the twelfth century, the French language shifted from a mostly ephemeral spoken language to a language that deserved to be written down. Authors began recording stories that had only been told aloud, and readers of Latin begin translating classical literature for French-speaking audiences. This huge burst of creative expression remade popular culture in ways that we can still recognize today--if we know what to look for. In this course, we will explore how our twenty-first-century passion for memes on TikTok and other social media has similar roots in twelfth-century tastes, and how the literature and culture of medieval France have shaped what we now think of as literature and pop culture. We will explore four major themes: the reinvention and adaptation of classical literature, the invention of modern romantic love, the introduction of King Arthur, and hilarious short fiction (also known as twelfth-century memes). Readings to include love poetry, short narratives both funny and serious, and longer texts about adventure and love. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm paper, class presentation, and final project

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:****Distributions:** (D1)

Not offered current academic year

**COMP 248 (S) Performing Greece****Cross-listings:** CLAS 211 COMP 248 THEA 211**Secondary Cross-listing**

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators through written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. We will survey the evidence for the musical, visual, and embodied aspects of Greek literature, and also reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagining of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identities, the workings of Athenian democracy, and the development of literary genres, and it will also enable us to consider the reception and reperformance of Greek myth and literature from new angles. All readings are in translation.

**Requirements/Evaluation:** active participation in class, short essays/projects (2-5 pages each, 5 total, including a longer final essay/project)**Prerequisites:** none**Enrollment Limit:** 12**Enrollment Preferences:** first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre**Expected Class Size:** 10-12**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 211 (D1) COMP 248 (D1) THEA 211 (D1)

Not offered current academic year

**COMP 249 (F) Trauma and Memory in Maghrebi and Middle Eastern Literatures (DPE) (WS)****Cross-listings:** ARAB 249 COMP 249**Secondary Cross-listing**

Arabic literature produced in the Maghreb and the Middle East has always engaged with the socio-political concerns of different Arab societies. Whether caused by the colonial state(s) or by post-independence leadership, trauma has been a central theme in Maghrebi and Middle Eastern literature for a long time. Using a combination of memoirs, films, and fictional works, this course aims to raise students' critical awareness and aesthetic appreciation of literary representations of the multiple traumas inflicted on people and societies in the Maghreb and the Middle East. The different novels and films assigned in this course will be read against seminal literature on memory and trauma studies to answer the following questions: how does Arabic literature remember? In what ways does Arabic literature engage with the past sequelae of colonialism, dictatorship, war, and displacement? How do Arabic novelists and memoirists dialogue with memory and trauma theory even though Arabic scholarship has given short shrift to trauma and memory ethics and aesthetics? What events or experiences are pivotal to collective and individual traumas represented in Maghrebi and Middle Eastern literature(s)?

**Requirements/Evaluation:** regular posts on Glow, two five-page papers, one ten-page final paper, one presentation, and participation in class**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** Arabic Studies majors and certificate students**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 249 (D1) COMP 249 (D1)

**Writing Skills Notes:** Students in the course will write: 1) 400-word weekly, focused responses on Glow; 2) a book review (600 words); 3) two five-page papers as mid-terms; 4) one ten-page paper as a final paper for the course. Students are required to present an outline of their papers before submitting a draft paper. Students will receive detailed and consistent feedback on the writing. Students are required to incorporate the feedback to improve their drafts before they become final.

**Difference, Power, and Equity Notes:** Students in this course will learn how to identify and analyze gender, class, and power-related aspects of traumatic memory. The different readings assigned in this course will help students develop critical skills to examine how various forms of power and social inequality play out in memories of war, political detention, forcible disappearance, and social ostracism in the Maghreb and the Middle East.

**Attributes:** GBST Middle Eastern Studies Electives

Not offered current academic year

### **COMP 250 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

**Cross-listings:** COMP 250 REL 207 JWST 207 CLAS 207

#### **Secondary Cross-listing**

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. *All readings are in translation.*

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation and several writing assignments.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

### **COMP 251 (F) Dolls, Puppets and Automats (WS)**

**Cross-listings:** GERM 251 COMP 251

#### **Primary Cross-listing**

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. *Conducted in English.*

**Class Format:** This seminar will be taught online.

**Requirements/Evaluation:** active class participation, oral presentations on the reading materials, three 5- to 8-page papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors, or those considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 251 (D1) COMP 251 (D1)

**Writing Skills Notes:** Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

**Attributes:** FMST Related Courses

Not offered current academic year

**COMP 252 (F) Arab Women Memoirs: Writing Feminist History** (DPE) (WS)

**Cross-listings:** WGSS 251 COMP 252 ARAB 252

Secondary Cross-listing

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Radwa Ashour (*The Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Assia Djebar (*Fantasia*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

**Requirements/Evaluation:** students will write the following: three response papers (2-3 pages), at least 6 journal entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 251 (D2) COMP 252 (D1) ARAB 252 (D1)

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue to depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **COMP 253 (S) Travel in the Ancient Mediterranean**

**Cross-listings:** CLAS 231 COMP 253

#### **Secondary Cross-listing**

The ancient Mediterranean was a vast yet deeply interconnected world, not unlike our own. In spite of difficulties, people traversed it as traders, explorers, colonial invaders, refugees, pilgrims and even tourists. In this course, we will study both the practical realities of travel in the ancient Greco-Roman world and how the idea of journeys shaped and was shaped by these cultural contexts. We will navigate from Ithaca to Italy, from the depths of the underworld all the way to the Moon, as we read foundational travel narratives from Homer, Apollonius of Rhodes, Vergil, Lucian, and Apuleius. We will discuss how these texts represent cultural interactions, and in particular how they construct foreign "others" as well as local identities, and how they interrogate the limits and possibilities of human knowledge. Finally, we will observe how these texts themselves contribute to the emergence of a genre of travel narratives, with influences stretching to the modern day. All readings will be in English

**Class Format:** Class meetings will likely be primarily virtual, with potential for some in-person meeting opportunities.

**Requirements/Evaluation:** class participation, several short writing assignments, quizzes, final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics and comparative literature majors and prospective majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 231 (D1) COMP 253 (D1)

Not offered current academic year

### **COMP 254 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)**

**Cross-listings:** COMP 254 CHIN 253 WGSS 255

#### **Secondary Cross-listing**

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted in person.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Publishing GLOW Discussion posts based on reading (Graded as Complete or Incomplete); 3) three short papers (3-5 pages); 4) the final project (including an abstract, a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

### **COMP 255 (S) Love and Death in Modern Japanese Literature and Visual Culture**

**Cross-listings:** ASIA 253 COMP 255

#### Primary Cross-listing

Modern Japanese literature is filled with compelling love stories that are variously passionate and poignant, tragic or uplifting, heartwarming or twisted, and sometimes all of the above. This course offers a survey of modern Japanese fiction and visual culture through the lens of the love story, beginning with tales of doomed lovers that were popular in the eighteenth-century kabuki and puppet theaters, and moving through a range of other relationships, including parental love and sacrifice, sex and the occult, and romance at an advanced age. We will focus on novels and short stories by canonical modern authors like Tanizaki, Kawabata, and Mishima, as well as contemporary popular fiction by writers like Murakami Haruki and Murakami Ryu. We will also give significant attention to popular visual culture, including puppet theater, comics, animation, and film. *The class and the readings are in English.*

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** 15

**Enrollment Preferences:** Students majoring or considering a major in Comparative Literature

**Expected Class Size:** 9

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 253 (D1) COMP 255 (D1)

**Attributes:** GBST East Asian Studies Electives

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Christopher A. Bolton

### **COMP 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

#### Secondary Cross-listing

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure

but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

**COMP 257 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** COMP 257 GBST 213 WGSS 214 RUSS 213

**Secondary Cross-listing**

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films with have English subtitles.*

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

**Not offered current academic year**

**COMP 258 (S) Gnosis, Gnostics, Gnosticism (DPE)**

**Cross-listings:** REL 276 COMP 258

### Secondary Cross-listing

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 276 (D2) COMP 258 (D1)

**Difference, Power, and Equity Notes:** This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Not offered current academic year

### COMP 260 (F) Francophone Graphic Novels (DPE)

**Cross-listings:** RLFR 260 COMP 260

### Secondary Cross-listing

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**COMP 263 (F) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)****Cross-listings:** REL 270 COMP 263 CLAS 270**Secondary Cross-listing**

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the interpretive approach of the course. The second part of this course addresses these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. The third part of the course focuses on the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course. The final part of the course emphasizes modern interpretations of Jesus and the Jesus movement; here we shall be examining how scholars make use of ancient materials to frame their arguments.

**Class Format:** lecture/discussion**Requirements/Evaluation:** three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)**Prerequisites:** none; open to all**Enrollment Limit:** 19**Enrollment Preferences:** sophomores, especially potential majors in Religion, Classics, and Comparative Literature**Expected Class Size:** 10**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 270 (D2) COMP 263 (D2) CLAS 270 (D1)

**Writing Skills Notes:** Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.**Not offered current academic year****COMP 265 (S) Theories of Language and Literature (WS)****Cross-listings:** COMP 265 ENGL 209**Secondary Cross-listing**

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

**Requirements/Evaluation:** informal writing every week; three 6-page papers; class attendance and participation**Prerequisites:** none**Enrollment Limit:** 19**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 265 (D1) ENGL 209 (D1)

**Writing Skills Notes:** Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.**Attributes:** ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

### **COMP 266 (S) Confession and Deception in Japanese Literature**

**Cross-listings:** ASIA 266 ASST 266 COMP 266

#### **Primary Cross-listing**

Situated at the origins of Japanese literature are the beautiful and revealing diaries of ladies in waiting at the tenth-and eleventh-century court. Yet one of the most famous of these women turned out to be a man. For the next thousand years, Japanese literary tradition would place a premium on confessional writing, but the distortions and concealments of these narrators (and the authors hiding behind them) would always prove at least as interesting as the revelations. This course examines several centuries of Japanese literature to ask whether you can ever put your true self into writing; along the way I will ask you what you reveal, conceal, discover, or reinvent about yourself when you write about literature for a class like this. Texts will range from classical and medieval court literature by Sei Shōnagon and Lady Nijō, through autobiographical and confessional novels by Sōseki, Tanizaki, Mishima, and Abe Kōbō, to documentary and subculture films like *The New God* and *Kamikaze Girls*. The class and the readings are in English; no familiarity with Japanese language or culture is required.

**Requirements/Evaluation:** attendance and participation, a few short response assignments, one test, two 5-page papers, and an ungraded creative project

**Prerequisites:** none; no familiarity with Japanese language or culture is required

**Enrollment Limit:** 25

**Enrollment Preferences:** students majoring or considering a major in Comparative Literature

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 266 (D1) ASST 266 (D1) COMP 266 (D1)

**Attributes:** GBST East Asian Studies Electives

**Not offered current academic year**

### **COMP 267 (S) Performance Studies: An Introduction (DPE)**

**Cross-listings:** DANC 267 WGSS 267 COMP 267 THEA 267

#### **Primary Cross-listing**

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Not offered current academic year

**COMP 269 Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors and prospective majors.

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

**COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

Secondary Cross-listing

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

### **COMP 272 (S) The History and Mythology of Chinese Scripts**

**Cross-listings:** STS 272 CHIN 272 COMP 272

**Secondary Cross-listing**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

**Not offered current academic year**

### **COMP 273 (S) Detectives Without Borders (DPE) (WS)**

**Cross-listings:** COMP 273 ENGL 273 GBST 273

**Primary Cross-listing**

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories worldwide. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. Simultaneously, the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female

detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox, and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows, and film noirs will also be included in the course material. All readings will be in English.

**Requirements/Evaluation:** short papers, one research paper, oral presentations, midterm, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** COMP core course

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 273 (D1) ENGL 273 (D1) GBST 273 (D2)

**Writing Skills Notes:** This writing skills course requires weekly short papers, blog entries, and three 5- to 7-page papers, which will test students' ability in close-reading, comparative readings, and research analysis. I will provide written feedback regarding grammar, style, and argument.

**Difference, Power, and Equity Notes:** A significant part of the course addresses post-colonial critical theory issues by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **COMP 276 (S) Black Europeans**

**Cross-listings:** COMP 276 AFR 276 GERM 276

Primary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

**Requirements/Evaluation:** six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, sophomores, and juniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 276 (D1) AFR 276 (D1) GERM 276 (D1)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **COMP 277 (F) The Examined Life: Ancient Ethical Literature at Rome**

**Cross-listings:** COMP 277 CLAS 227

Secondary Cross-listing

The philosophical schools of classical antiquity had in common a commitment to *eudaemonia*; that is, they considered human flourishing as a chief goal of life. This aim was not limited to professional philosophers, however. Rather, the question of how humans should live was a widespread and deeply felt concern, and ethical considerations pervade ancient texts across many genres. This course will focus on works of literature that consider how to live wisely, happily, and well, whether through seeking pleasure or acting justly, whether through political engagement or by retreating from society. We will analyze a wide variety of texts, but all are animated by an ethical premise most famously enunciated by Socrates, namely, that the unexamined life is not worth living. Readings may include dialogues, speeches, correspondence, plays, and poems, among them the *Satires* and *Epistles* of Horace, Seneca's *On Leisure* and *On the Happy Life*, and the *Meditations* of Marcus Aurelius. All readings will be in translation.

**Requirements/Evaluation:** class participation, several short written assignments, one or two longer essays (around five pages)

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Classics majors, Comparative Literature majors, or intending Classics and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 277 (D1) CLAS 227 (D1)

Not offered current academic year

### **COMP 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)**

**Cross-listings:** COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Rózewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Paweł Pawlikowski, and Steven Spielberg.

**Requirements/Evaluation:** three 2-page critical responses, oral presentation, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** German and Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

**Writing Skills Notes:** Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

### **COMP 284 (S) Athletics and Literature in Ancient Greece (WS)**

**Cross-listings:** COMP 284 CLAS 214

#### Secondary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

**Requirements/Evaluation:** brief writing assignments, essays, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 284 (D1) CLAS 214 (D1)

**Writing Skills Notes:** Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah E. Olsen

### **COMP 285 (S) The Nature of Work**

**Cross-listings:** CLAS 243 COMP 285 ARTH 245

#### Secondary Cross-listing

Work is something that touches the lived experience and historical realities of almost every human being in every time and place. But how did ancient Mediterranean societies and cultures define and deploy the concepts of "work" and "working," as both an activity and as discourse? This is a question that has received remarkably little attention, in part since modern scholars have all too often followed the lead of elite authors, who obscure the nature of work through their focus on its products: agricultural prosperity, material luxury, urban grandeur, etc. In this course, we will seek to shed light on the world of work in antiquity, to better understand both the experiences of those who worked for a living across an array of spheres and professions, and

the value of work as a cultural, aesthetic, and literary concept. Special topics will include: the place of work in conceptions of a "golden age"; the literary topoi of work (like the idle shepherd or the virtuous peasant); representations of "heroic work" (most famously, the Labors of Hercules); the elision or erasure of non-elite labor for elite audiences in art and text; the iconography of work in painting, mosaic, and sculpture; and investigations into specific trades, crafts, and other forms of "making" (from midwifery to shoe making). Readings will be a combination of primary and secondary sources. All readings will be in translation.

**Requirements/Evaluation:** class participation; several short writing assignments; final paper

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Classics majors, Art History majors, Comp Lit majors, and intending majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 243 (D1) COMP 285 (D1) ARTH 245 (D1)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nicole G. Brown

### **COMP 291 (F) Red Chamber Dreams: Reading China's Greatest Novel (WS)**

**Cross-listings:** ASIA 291 COMP 291

#### **Primary Cross-listing**

Since it first began to circulate in manuscript in the mid-eighteenth century, Cao Xueqin's novel *Story of the Stone* (*Shitou ji*), also called *Dream of the Red Chamber* (*Honglou meng*), has captured the imaginations of readers young and old with its sprawling story of the coming-of-age of members of a wealthy family on the cusp of ruin. As critically acclaimed as it is beloved, *Story of the Stone* is widely regarded as China's greatest novel due to the intricacy of its narrative, the complexity of its characters, and the sophistication with which it deals with themes as varied as romance, enlightenment, sexuality and gender identity, and the construction of public and private spaces. The focus of this tutorial will be reading the 120-chapter novel. Students will have the option to read either in Chinese or English (though papers and class discussion will be in English). We will also read scholarly literature to learn about some of the major critical approaches to the novel, and about its enduring importance in the Chinese literary tradition.

**Requirements/Evaluation:** Tutorial papers (including revision of selected papers for a final portfolio) and responses.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Comparative literature majors and prospective majors; Asian Studies concentrators.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 291 (D1) COMP 291 (D1)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial individualized feedback on both writing and content from the instructor as well as the tutorial partner.

**Not offered current academic year**

### **COMP 292 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)**

**Cross-listings:** RLFR 202 COMP 292 WGSS 201

#### **Secondary Cross-listing**

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor

war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers (of 3-5 pages each)

**Prerequisites:** exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Not offered current academic year

### COMP 293 (F) Great Big Books (WS)

**Cross-listings:** COMP 293 ENGL 233

Secondary Cross-listing

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

**Requirements/Evaluation:** regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 293 (D1) ENGL 233 (D1)

**Writing Skills Notes:** Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences to discuss the drafts; occasional in-class discussion of issues of writing and argumentation.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Stephen J. Tift

**COMP 295 (S) Utopia and the Idea of America(s) (WS)**

**Cross-listings:** ENGL 264 COMP 295

**Secondary Cross-listing**

What value does the utopian/dystopian text hold in the development of alternative thought? This course, primarily grounded in science fiction and the African American and Latin American contexts, will address this question via the thoughtful examination of a range of theoretical, fictional, and cinematic texts from, among others, Thomas More, John Akomfrah, Samuel Delany, Octavia Butler, Jorge Luis Borges, Alfonso Cuarón, José Vasconcelos, Eduardo Urzaiz, and Fredric Jameson.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 264 (D1) COMP 295 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Ricardo A Wilson

**COMP 296 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Secondary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from

the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

### **COMP 301 (F) Sublime Confusion: A Survey of Literary and Critical Theory**

**Cross-listings:** ENGL 301 COMP 301

#### **Primary Cross-listing**

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

**Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

**Prerequisites:** 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students majoring or considering a major in a related field

**Expected Class Size:** 9

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 301 (D1) COMP 301 (D1)

**Attributes:** ENGL Criticism Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Christopher A. Bolton

### **COMP 304 (S) Confusion of Tongues and Intermediate Areas: Ferenczi, Winnicott, and Literature (WS)**

In a reference to the story of Babel, Hungarian psychoanalyst Sandor Ferenczi (1873-1933) described in poignant detail the operation of sexual abuse in terms of a profound disjunction on the level of language, in the broadest sense--a problem of translation, so to speak. Indeed, Ferenczi dedicated his entire life to learning the language of his patients' trauma in all its nuances, making himself vulnerable in multiple ways in the process. D. W. Winnicott (1896-1971), too, immersed himself in the lives of his patients, many of them children or adults who had grown up experiencing the death and displacement of wartime England. The theories of these two psychoanalysts, much less known in the humanities than Freud, Lacan, or Klein, dovetail in significant ways with the workings of literature. In this course, we will investigate the ways in which the spaces, configurations, and dynamics of literature from several national traditions align with Ferenczi's explorations of the "confusion of tongues," as well as Winnicott's interest in the "intermediate area of experiencing, to which interior reality and external life both contribute." Texts may include, in addition to articles by Ferenczi and Winnicott, work by Kafka, Kincaid, Baldwin, Bachmann, Bechdel, and others. Modified tutorial format, with groups of three students meeting weekly with the instructor.

**Requirements/Evaluation:** Requirements: Active participation, four 5-page papers, two portfolio introductions, four 1-2 page responses, one final

project. Evaluation: Tutorial papers will receive extensive comments, but no grade; the portfolios and the final project will be graded. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** one college literature course

**Enrollment Limit:** 18

**Enrollment Preferences:** majors or prospective majors in Comparative Literature

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Modified tutorial (3 on 1). Students will write four five-page papers, grouped into two portfolios, and will prepare 1-2-page portfolio introductions. They will also produce a final project that is a synthesis of their ideas throughout the semester. Finally, they will be required to write formal responses to their partners' papers.

Not offered current academic year

### **COMP 305 (F) Dostoevsky and the Meaning of Life**

**Cross-listings:** RUSS 305 COMP 305

Secondary Cross-listing

This course surveys the works of the great Russian writer Fyodor Dostoevsky, whose oeuvre represents a life-long quest to uncover the meaning of life. Readings include Dostoevsky's major novels, *Crime and Punishment*, *The Idiot*, and *The Brothers Karamazov*, as well as several shorter works, including *Notes from Underground*. We will also examine Dostoevsky's journalism, so that we understand how he answers life's most troubling questions in the social and political context of his day, as well as what role artistic representation plays in these answers. *All readings will be in English.*

**Requirements/Evaluation:** willingness and ability to complete lengthy reading assignments, active class participation, two short papers, and final synthetic assignment

**Prerequisites:** none, open to all students

**Enrollment Limit:** 40

**Enrollment Preferences:** Russian and Comp Lit majors, as well as those seeking the Russian Certificate

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 305 (D1) COMP 305 (D1)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassiday

### **COMP 306 (S) Rise and Shine with Tolstoy**

**Cross-listings:** RUSS 306 COMP 306

Secondary Cross-listing

Prepare to alternately fall in love and lock horns with this illustrious nineteenth-century Russian author. He is worth it. Whether searching for the meaning of life, interrogating what it means to love another human being or struggling with religious faith, Tolstoy was a busy, busy man and a prolific writer. This course will examine his life and major works in the broader context of Western intellectual history. Readings will include his two great novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Cossacks* and *The Death of Ivan Ilych*. We will also consider some of Tolstoy's aesthetic and religious writing as we examine his constant, rich, and at times surprising development as one of the greatest artists and thinkers of the 19th-century.

**Requirements/Evaluation:** timely completion of all reading assignments, active and substantive class participation, discussion leading, 4-5 short essays, and a final project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** RUSS and COMP majors, then students studying Russian

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 306 (D1) COMP 306 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

Not offered current academic year

### **COMP 307 (S) Aesthetic Outrage (WS)**

**Cross-listings:** COMP 307 ENGL 332

#### **Secondary Cross-listing**

In this tutorial course we will explore interdisciplinary ways of theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the respective works' historical contexts, and use theoretical models--aesthetic, political, psychological, social--as a means of illuminating the dynamics of outrage and exposing understated linkages between a work's figurative logic and the political passions of its historical moment. We will study instances of outrage in the context of French Revolution (Beaumarchais' *The Marriage of Figaro*), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's *Ubu the King*), the sodomy trials of Oscar Wilde (*The Importance of Being Earnest*), the Irish Revolution (Synge's *The Playboy of the Western World* and O'Casey's *The Plough and the Stars*), and Stalinist collectivization (Eisenstein's suppressed film *Bezhin Meadow*). After two weeks in which we will meet as a group, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and a short written analyses of their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation (of historical events and of theoretical texts as well as of literature and film), but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** tutorial

**Requirements/Evaluation:** active participation in tutorial discussions, five 5- to 6-page papers, five 1- to 2-page critiques

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, Comparative Literature majors, highly qualified sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 307 (D1) ENGL 332 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C

Not offered current academic year

### **COMP 308 (F) Building Francophone Cities: Literature, Art and History (DPE)**

**Cross-listings:** RLFR 307 COMP 308

#### **Secondary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces

and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

### **COMP 316 (F) Kafka and His/Our World (WS)**

**Cross-listings:** COMP 316 GERM 315

#### **Secondary Cross-listing**

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

**Class Format:** The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

**Enrollment Limit:** 15

**Enrollment Preferences:** German students, majors or potential majors in Comp Lit or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 316 (D1) GERM 315 (D1)

**Writing Skills Notes:** The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from

the instructor.

Not offered current academic year

### **COMP 317 (S) Dante**

**Cross-listings:** COMP 317 ENGL 304

#### Secondary Cross-listing

In the spring of 1300, Dante Alighieri entered Hell. The Divine Comedy is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the Comedy is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the Comedy (Inferno, Purgatorio, Paradiso), the Vita Nuova, and a few brief selections from Dante's other works. All readings will be in translation.

**Requirements/Evaluation:** five written exercises and a 10-page final paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 317 (D1) ENGL 304 (D1)

**Attributes:** ENGL Literary Histories A

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm John E. Kleiner

### **COMP 320 (S) Kafka (WS)**

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Conducted in English.

**Class Format:** the class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues.

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** One college literature course

**Enrollment Limit:** 15

**Enrollment Preferences:** majors or prospective majors in Comparative Literature or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Modified tutorial. Students will write 3 five-page papers apiece, plus the same number of 1-2-page response papers, and will revise and expand one of their papers for a final project. Each paper will receive extensive comments.

Spring 2023

TUT Section: T1 TBA Gail M. Newman

**COMP 322 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

**Cross-listings:** COMP 322 ENGL 356 AFR 323 AMST 323 ARTH 223

**Secondary Cross-listing**

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

**Requirements/Evaluation:** class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course is part of the Gaudino Danger Initiative

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 322 (D2) ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

**Not offered current academic year**

**COMP 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Primary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

### **COMP 327 (F) Romanticism, Belatedly (DPE)**

**Cross-listings:** ENGL 324 COMP 327

#### **Secondary Cross-listing**

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique", "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (10 pages), one presentation (15 mins), one final paper (15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 324 (D1) COMP 327 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The

concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

**Secondary Cross-listing**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

**Not offered current academic year**

**COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)**

**Cross-listings:** ARAB 331 COMP 332

**Secondary Cross-listing**

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

### **COMP 334 (S) Imagining Joseph**

**Cross-listings:** REL 334 JWST 334 COMP 334 ANTH 334

#### **Secondary Cross-listing**

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Requirements/Evaluation:** occasional response papers; substantial final project and paper; class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 334 (D2) JWST 334 (D2) COMP 334 (D2) ANTH 334 (D2)

**Attributes:** JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

### **COMP 336 (S) The *Banlieue* in Literature, Music, and Film** (DPE) (WS)

**Cross-listings:** RLFR 300 AFR 339 COMP 336

#### **Secondary Cross-listing**

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has

taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the banlieue reimagining and reframing the banlieue? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "banlieue films" and "banlieue lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

**Attributes:** FMST Core Courses

Not offered current academic year

**COMP 342 (S) Elizabeth Bishop in the Americas (DPE)**

**Cross-listings:** ENGL 340 AMST 340 WGSS 340 COMP 342

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** three hours per week, in addition to small group discussion and archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C GBST Borders, Exiles + Diaspora Studies Electives GBST Latin American Studies Electives

Not offered current academic year

**COMP 343 (S) Shakespeare on Page, Stage and Screen: Text to Performance (WS)**

**Cross-listings:** THEA 340 ENGL 345 COMP 343

Secondary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

**Attributes:** ENGL Literary Histories A

Not offered current academic year

**COMP 344 (F) Love and Revolution**

**Cross-listings:** COMP 344 ENGL 347

Secondary Cross-listing

"Love" is here a kind of shorthand for questions of sexuality and gender: why do novels, plays, and films about contemporaneous political revolutions so often get caught up in seemingly superfluous and unrelated disturbances in the field of sexuality and gender relations? In this course we will study such works, which are especially responsive to social currents whose logic they cannot fully articulate. In these texts a state of political revolution almost irresistibly touches off sexual subversiveness as well, inviting the reader or spectator to interpret just what sexual upheaval has to do with political revolution. We will take up this problem in the setting of several historical revolutions and some literary and cinematic works that represent them: for example, the French Revolution (Beaumarchais' *The Marriage of Figaro* and the Marquis de Sade's *Philosophy in the Bedroom*); the Irish Revolution (plays by Synge, O'Casey, and Yeats); the Russian Revolutions of 1905 and 1917 (Bely's *Petersburg*, Babel's *Red Cavalry*); the revolution

constituted by Nazism (Hitler's *Mein Kampf*, the films *Triumph of the Will* and *The Damned*); the Prague Spring (Kundera's *The Unbearable Lightness of Being*); and the Algerian Revolution (Pontecorvo's film *The Battle of Algiers*). We will confront such questions as why an author might suggest that revolution can only be sustained through incest and libertinism; why passionate nationalist revolutionaries should be scandalized by the idea of oedipal violence and take refuge in myths of female purity; how to interpret revolution and gender relations in the context of disparate cultures. We will examine historical and social texts as well as artistic ones, learning how literature and history might be read together and inversely: that is, learning to read literature or film as a kind of political event, and to read history literarily, with an eye to its rhetoric and figuration.

**Requirements/Evaluation:** active participation in class discussions, several short written exercises, two 8-page papers

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, Comparative Literature majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 344 (D1) ENGL 347 (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **COMP 345 (F) Wonderland(s): *Alice* in Translation**

**Cross-listings:** ENGL 365 COMP 345 GBST 345

Primary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond living through the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, *Alice* continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

**Requirements/Evaluation:** active and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

**Prerequisites:** students must have at least three years of college-level second-language instruction or the equivalent (advanced proficiency), or permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** COMP majors; language majors; language students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 365 (D1) COMP 345 (D1) GBST 345 (D1)

Not offered current academic year

### **COMP 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals**

**Cross-listings:** COMP 348 AMST 348 LATS 348

**Secondary Cross-listing**

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 348 (D2) AMST 348 (D2) LATS 348 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

**Not offered current academic year**

**COMP 350 (S) Separation: An Introduction to Postcolonial Literature (DPE)**

**Cross-listings:** ASIA 353 COMP 350 ENGL 352

**Secondary Cross-listing**

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth- and twentieth-century works dealing with experiences of love, ecstasy, migrancy, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 353 (D1) COMP 350 (D1) ENGL 352 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2023

**COMP 352 (S) Mysticism: Vision, Writing, History (WS)**

**Cross-listings:** REL 374 COMP 352 ENGL 374

**Secondary Cross-listing**

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

**Requirements/Evaluation:** biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors and those intending to major in English

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 374 (D2) COMP 352 (D1) ENGL 374 (D1)

**Writing Skills Notes:** This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Literary Histories A

**Not offered current academic year**

**COMP 355 (S) Contemporary Theatre and Performance**

**Cross-listings:** THEA 345 ENGL 349 COMP 355

**Secondary Cross-listing**

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

**Requirements/Evaluation:** written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors; Comparative Literature or English majors

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 345 (D1) ENGL 349 (D1) COMP 355 (D1)

Not offered current academic year

**COMP 357 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 ENGL 300 AMST 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Requirements/Evaluation:** weekly reading responses, midterm and final papers

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 357 (D1) ENGL 300 (D2) AMST 300 (D2)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

**COMP 359 (S) Foucault: Confessions of the Flesh**

**Cross-listings:** REL 355 STS 355 COMP 359

**Secondary Cross-listing**

The French philosopher, historian, and social critic, **Michel Foucault** (1926-1984) has had a massive influence across a range of disciplines. Indeed, in 2019, Google Scholar ranked Foucault as **the number one most highly cited scholar in the Humanities and Social Sciences**. While many of his contemporaries have faded in importance, Foucault's writings on power, madness, the history of sexuality, and the structures of domination and governmentality have become central to the theoretical canon of a range of academic disciplines. To be a scholar in the humanities today is often to be in Foucault's shadow. But despite the many references to his work, Foucault is frequently misunderstood and subsequent scholars often attribute to him positions he would have repudiated. Now almost forty years after his death, his work is also long overdue for a reappraisal as we come to understand Foucault better as a person and especially as the final, and posthumous, volume of his History of Sexuality, ***Confessions of the Flesh***, has only just appeared and been translated into English. In this course we will mainly read Foucault supplemented with occasional contextual readings. Although we will touch on his earlier writings, this seminar will emphasize his middle-to-late period (beginning with ***The Archaeology of Knowledge***) and including selections from his later monographs, lectures, interviews, and short writings. It will culminate in the unfinished intellectual and political project that occupied Foucault in his last days. We will think with and often against Foucault, focusing primarily on questions of power, knowledge, truth, and addressing his later emancipatory gesture toward "technologies of the self." We will also appraise the methodologies that Foucault described as "archaeology" and "genealogy." We will historicize Foucault in his life and cultural context and ask how much of his arguments

still apply today. What blind-spots did he have? Which of his ideas are worth consolidating and which need repudiating? How might we go beyond Foucault?

**Requirements/Evaluation:** class participation, weekly critical responses, 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** In order of preference, Religion majors, STS concentrators, Comp Lit majors, and then Philosophy majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** in-depth seminar on a difficult philosopher who we'll be reading closely

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 355 (D2) STS 355 (D2) COMP 359 (D1)

Not offered current academic year

### **COMP 361 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

Secondary Cross-listing

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

### **COMP 362 (S) Stories We Tell (WS)**

**Cross-listings:** SOC 362 COMP 362

**Secondary Cross-listing**

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

**Requirements/Evaluation:** 5-page paper every other week; written comments on a partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 362 (D2) COMP 362 (D2)

**Writing Skills Notes:** As a tutorial, this course includes consistent opportunities to develop skills in writing and argumentation. Partners will alternate between receiving detailed written feedback (from both the instructor and a peer) and offering constructive comments. At the end of the semester, students will have the opportunity to revise one of their essays, implementing and solidifying what they have learned.

**Not offered current academic year**

**COMP 363 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Not offered current academic year

### **COMP 366 (S) Joyce, Woolf, and Proust**

**Cross-listings:** ENGL 325 COMP 366

#### Secondary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence *In Search of Lost Time*); Virginia Woolf (*To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.

**Requirements/Evaluation:** regular class participation, two 8- to 10-page papers

**Prerequisites:** a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

**Enrollment Limit:** 22

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 325 (D1) COMP 366 (D1)

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Stephen J. Tifft

### **COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

#### Primary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales,

Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**COMP 370 (S) Archives of Global Solidarity: Records of Collective Memory of Emancipation (DPE) (WS)**

**Cross-listings:** ARAB 370 GBST 370 COMP 370

**Secondary Cross-listing**

Departing from the Arabic notions of *takaful* and *taddamun* as interlinked expressions of social and political solidarity, this course seeks to investigate the textual and visual cultural production of solidarity in the Arabic-speaking world. While both terms have informed the shaping of modern Arab politics in the mid 20th century--from the birth of the socialist state to the rise of pan-Arabism--their instrumentalization as key principles of internationalism, Third Worldism, trans-nationalism, and global camaraderie since the 1990s is parallel to the emergence of social movements and popular resistance across the Middle East, North Africa and beyond. What is the meaning of solidarity and how it mobilized collective emancipation is the guiding question of this course. To interrogate this question we will read novels, poems, memoirs, labor unions and feminist manifestos, and essays that feature multidirectional solidarity and alliance building across borders of East-East and South-South. We will also examine visual and digital archives that documents particular historical moments that marked a turning point of global solidarity, such as the Spanish Civil War, the Cuban Revolution, the Algerian War, the Prague Spring, the Palestinian Intifada, the Zapatista Uprising, and most recently, the Arab Uprisings. As we approach these historical moments through a variety of texts and genres, we will identify encounters between activists and writers who established cross-regional movements and the cultural exchange between artistic collaborations.

**Requirements/Evaluation:** Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the readings; one 10-minute oral presentation of a reflection on digital solidarity, and a final poster project on archiving global solidarity.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This tutorial will be aimed at first year and second year students interested in majoring in Arabic Studies, and/or concentrating in Comparative Literature and Global Studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 370 (D1) GBST 370 (D2) COMP 370 (D1)

**Writing Skills Notes:** Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper, an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

**Difference, Power, and Equity Notes:** South-South and East-East encounters during the 1960s in the writings of contemporary Arab writers and activists resisting dictatorship and police states is the core of this tutorial. Students will gain a deeper understanding of DPE through a close examination of the triangulation of colonial boundaries, postcolonial states, and imperialist domination that shape the context of global solidarity in the Arab world and beyond.

Not offered current academic year

**COMP 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)**

**Cross-listings:** WGSS 377 ENGL 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

**Requirements/Evaluation:** presentation, paper plus revision, final research project

**Prerequisites:** one literature or related course

**Enrollment Limit:** 25

**Enrollment Preferences:** any student with relevant coursework in ENGL, COMP, or WGSS

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 377 (D2) ENGL 377 (D1) COMP 377 (D1)

**Difference, Power, and Equity Notes:** The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

**Attributes:** ENGL Literary Histories B

Not offered current academic year

**COMP 380 (S) Literary and Critical Theory in the Twentieth Century**

**Cross-listings:** COMP 380 ENGL 370

Primary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? And given the entanglement

between criticism and teaching, which are the theories that seem to define the work we do (and want to do) here at Williams? This course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

**Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

**Prerequisites:** at least one previous literature or theory course

**Enrollment Limit:** 12

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 380 (D1) ENGL 370 (D1)

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

### **COMP 382 (S) Transnational Asian/American Film and Video**

**Cross-listings:** AMST 382 COMP 382

Secondary Cross-listing

In this course, we will examine transnational Asian/American film and video through the frameworks of film and visual studies, cultural studies, and critical media literacy. We will traverse communal, national, and transnational lines with a heterogeneity of forms and genres, including narrative, documentary, experimental, short film, music video, public access television, and YouTube. We will attend to multiple modes of critical analysis: (1) the conditions of power and visibility being mediated by sites of representation, (2) the networks and platforms helping to make these sites possible, and (3) the materials, meanings, and acts being generated by them. We will also interrogate: How are Asian, American, and/or Asian American representation being produced, performed, embodied, circulated, and consumed? What are the social, political, economic, and cultural forces at play in a given historical context? What artistic and political strategies are at play in the complex nexus of producers, directors, actors, distributors, and viewers? And what are the possibilities, limits, and stakes for different strategies of invention and intervention, activism and resistance? We will consider films from the United States as well as the inter-Asian context. Students will produce a creative media project at the end of the semester.

**Requirements/Evaluation:** attendance and participation; weekly online journal entries (1-2 pages); midterm paper (5-7 pages); final creative project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 382 (D2) COMP 382 (D1)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

### **COMP 387 (S) Ibsen, Chekhov and the emergence of Modern drama**

**Cross-listings:** COMP 387 THEA 387 ENGL 309

Secondary Cross-listing

This course will center on the plays of Henrik Ibsen and Anton Chekhov, key figures in the development of Modern European drama. Prospective

readings will include Ibsen's *A Doll's House* (1879), *The Wild Duck* (1884), *Rosmersholm* (1886) and *Hedda Gabler* (1890); Chekhov's *The Seagull* (1896), *Uncle Vanya* (1900), *Three Sisters* (1901) and *The Cherry Orchard* (1904); along with August Strindberg's *Creditors* (1889) and Oscar Wilde's *An Ideal Husband* (1894). We will chart the development of dramatic realism and naturalism, and situate these plays in the context of the late-nineteenth century "ache of modernism", with supplemental readings that highlight changing conceptions of identity and subjectivity, emerging strains and contestations over gender and sexuality, and the wider sociological, political and technological changes of the period. The course will also be centrally concerned with these playwrights' innovative explorations of the investigations of theatre's capacities and limitations in representing social reality and the 'performance' of selfhood.

**Requirements/Evaluation:** Five papers, alternating weeks with your tutorial partner; critical responses to your partner's essays; evaluation of participation.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 387 (D1) THEA 387 (D1) ENGL 309 (D1)

Not offered current academic year

### **COMP 397 (F) Independent Study: Comparative Literature**

Comparative Literature 300-level independent study.

**Requirements/Evaluation:** To be determined in consultation with the instructor.

**Prerequisites:** Permission of the instructor

**Enrollment Limit:** None

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Sarah M. Allen

### **COMP 398 (S) Independent Study: Comparative Literature**

Comparative Literature 300-level independent study.

**Requirements/Evaluation:** To be determined in consultation with the instructor.

**Prerequisites:** Permission of the instructor

**Enrollment Limit:** None

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Sarah M. Allen

**COMP 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)**

**Cross-listings:** WGSS 401 COMP 401 GERM 401

**Primary Cross-listing**

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

**Class Format:** three hours per week

**Requirements/Evaluation:** three 3-page papers, a short oral presentation, a 15-page final paper

**Prerequisites:** 300-level course

**Enrollment Limit:** 25

**Enrollment Preferences:** Comparative Literature majors and advanced students in other fields with permission of instructor

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** course books and reader packet

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 401 (D2) COMP 401 (D1) GERM 401 (D1)

**Difference, Power, and Equity Notes:** This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

**Not offered current academic year**

**COMP 404 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance**

**Cross-listings:** COMP 404 ARTH 416 THEA 416 WGSS 416

**Secondary Cross-listing**

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political—including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability—but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

**Not offered current academic year**

**COMP 406 (S) The Historical Novel****Cross-listings:** ENGL 402 COMP 406**Secondary Cross-listing**

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

**Requirements/Evaluation:** class discussion and a 20-page final paper**Prerequisites:** a 100-level English course and a 300-level English course or permission of the instructor**Enrollment Limit:** 15**Enrollment Preferences:** English majors**Expected Class Size:** 15**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 402 (D1) COMP 406 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C**Not offered current academic year****COMP 407 (F) Literature, Justice and Community (DPE)****Cross-listings:** ENGL 407 COMP 407**Secondary Cross-listing**

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

**Class Format:** discussion**Requirements/Evaluation:** one 5-page paper, and a final 15-page paper**Prerequisites:** a 300-level ENGL course or permission of instructor**Enrollment Limit:** 15**Enrollment Preferences:** English Majors; Comparative Literature Majors**Expected Class Size:** 15**Grading:** yes pass/fail option, yes fifth course option**Materials/Lab Fee:** course packet**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 407 (D1) COMP 407 (D1)

**Difference, Power, and Equity Notes:** The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

**Attributes:** ENGL Criticism Courses JLST Interdepartmental Electives

Not offered current academic year

### **COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

Secondary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

### **COMP 421 (F) Fanaticism**

**Cross-listings:** COMP 421 ENGL 421

Secondary Cross-listing

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

**Requirements/Evaluation:** two shorter or one long paper(s), approximately 20 pages

**Prerequisites:** a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** cost of books

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 421 (D1) ENGL 421 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

### **COMP 483 (S) Representing History**

**Cross-listings:** COMP 483 ENGL 483

#### **Secondary Cross-listing**

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval -- the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, and the AIDS crisis -- in order to explore those fraught narratives of the past. We will consider such issues as the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Mary Shelley, Balzac, Eliot, Conrad, Kafka, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, Sebald, and Philip, and essays by Kant, Burke, Marx, Benjamin, Adorno, Foucault, Jameson, Lefort, and Ahmed. Films will include such works as Eisenstein's *October*, Riefenstahl's *The Blue Light*, Wellman's *Nothing Sacred*, and Pontecorvo's *The Battle of Algiers*.

**Class Format:** discussion

**Requirements/Evaluation:** two shorter or one longer paper/s, approximately 20 pages

**Prerequisites:** a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 483 (D1) ENGL 483 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Anita R. Sokolsky

### **COMP 490 (S) Senior Portfolio**

This is a required, non-credit, pass/fail course for Comparative Literature majors in their final two semesters at the college who are not writing a senior thesis.

**Class Format:** There are no regular meetings for this class. Please contact the chair of the Program in Comparative Literature for further information.

**Requirements/Evaluation:** Students must successfully complete their Senior Portfolio project.

**Prerequisites:** Majoring in Comparative Literature

**Enrollment Limit:** none

**Enrollment Preferences:** Comparative Literature majors in their final two semesters who are not writing a thesis.

**Expected Class Size:** NA

**Grading:** pass/fail option only

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Sarah M. Allen

**COMP 493 (F) Senior Thesis: Comparative Literature**

Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

**Requirements/Evaluation:** Substantial progress on research and writing of the senior thesis.

**Prerequisites:** Permission of the Comparative Literature advisory committee.

**Enrollment Limit:** none

**Enrollment Preferences:** Candidates for Honors in Comparative Literature

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Sarah M. Allen

**COMP 494 (S) Senior Thesis: Comparative Literature**

Comparative Literature senior thesis; this is part of a full-year thesis (493-494).

**Requirements/Evaluation:** Completion of the senior thesis, including presentation of the thesis at the spring Senior Portfolio Symposium or, for fall degree candidates, an equivalent venue in the fall.

**Prerequisites:** Successful completion of COMP 493 and permission of the Comparative Literature advisory committee.

**Enrollment Limit:** none

**Enrollment Preferences:** Candidates for Honors in Comparative Literature

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Sarah M. Allen

**COMP 497 (F) Independent Study: Comparative Literature**

Comparative Literature 400-level independent study.

**Requirements/Evaluation:** To be determined in consultation with the instructor.

**Prerequisites:** Permission of the instructor.

**Enrollment Limit:** None

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Sarah M. Allen

**COMP 498 (S) Independent Study: Comparative Literature**

Comparative Literature 400-level independent study.

**Requirements/Evaluation:** To be determined in consultation with the instructor.

**Prerequisites:** Permission of the instructor.

**Enrollment Limit:** None

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Sarah M. Allen

**Winter Study -----**

**COMP 31 (W) Senior Thesis: Comparative Literature**

To be taken by students registered for Comparative Literature 493-494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Sarah M. Allen

**COMP 99 (W) Independent Study: Comparative Literature**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Sarah M. Allen

## COMPUTER SCIENCE (Div III)

Chair: Professor Stephen Freund

- Jeannie R Albrecht, Professor of Computer Science
- Daniel W. Barowy, Assistant Professor of Computer Science
- James M. Bern, Assistant Professor of Computer Science
- Rohit Bhattacharya, Assistant Professor of Computer Science
- Stephen N. Freund, Chair and A. Barton Hepburn Professor of Computer Science
- Mark Hopkins, Assistant Professor of Computer Science
- Iris Howley, Assistant Professor of Computer Science
- Bill K. Jannen, Assistant Professor of Computer Science
- Katie A. Keith, Assistant Professor of Computer Science
- Samuel McCauley, Assistant Professor of Computer Science; on leave 2022-2023
- Kelly A. Shaw, Professor of Computer Science
- Shikha Singh, Assistant Professor of Computer Science; on leave 2022-2023
- Aaron M. Williams, Associate Professor of Computer Science; on leave Spring 2023

Computers and computation are pervasive in our society. They play enormously important roles in areas as diverse as education, science, business, and the arts. Understanding the nature of computation and exploring the great potential of computers are the goals of the discipline of computer science. A sample of the areas of research investigated by the Williams Department of Computer Science alone illustrates the vast range of topics that are of interest to computer scientists and computing professionals today. This includes: the use of computer-generated graphic images in the arts and as a tool for visualization in the sciences and other areas; the protocols that make transmission of information over the Internet possible; the design of revolutionary new computer languages that simplify the process of constructing complex programs for computers; the development of machine learning algorithms that can extract useful and even novel information from data that is too complex for humans to analyze; algorithms that can solve problems that were previously too hard to solve in a reasonable amount of time, just by giving up a little bit of optimality in the solution; the investigation of machine architectures and specific hardware aimed at making computing fast.

The department recognizes that students' interests in computer science will vary widely. The department attempts to meet these varying interests through: (1) the major; (2) a selection of courses intended for those who are interested primarily in an introduction to computer science; (3) recommended course sequences for the non-major who wants a more extensive introduction to computer science in general or who seeks to develop some specific expertise in computing for application in some other discipline.

### MAJOR

The goal of the major is to provide an understanding of algorithmic problem solving as well as the conceptual organization of computers and complex programs running on them. Emphasis is placed on the fundamental principles of computer science, building upon the mathematical and theoretical ideas underlying these principles. The introductory and core courses build a broad and solid base for understanding computer science. The more advanced courses allow students to sample a variety of specialized areas including graphics, artificial intelligence, computer architecture, networks, compiler design, human computer interaction, distributed systems, and operating systems. Independent study and honors work provide opportunities for students to study and conduct research on topics of special interest.

The major in Computer Science equips students to pursue a wide variety of career opportunities. It can be used as preparation for a career in computing, for graduate school, or to provide important background and techniques for the student whose future career will extend outside of computer science.

### MAJOR REQUIREMENTS

#### Required Courses in Computer Science

A minimum of 8 courses is required in Computer Science, including the following:

#### Introductory Courses

Computer Science 134 Introduction to Computer Science

Computer Science 136 Data Structures and Advanced Programming

### **Core Courses**

Computer Science 237 Computer Organization

Computer Science 256 Algorithm Design and Analysis

Computer Science 334 Principles of Programming Languages

Computer Science 361 Theory of Computation

### **Elective Courses**

Two or more electives (bringing the total number of Computer Science courses to at least 8) chosen from 300- or 400-level courses in Computer Science. Computer Science courses with 9 as the middle digit (reading, research, and thesis courses) will normally not be used to satisfy the elective requirements. Students may petition the department to waive this restriction with good reason.

### **Required Courses in Mathematics**

Any Mathematics or Statistics course at the 200-level or higher except for MATH 200

### **Required Proficiency in Discrete Mathematics**

Students must demonstrate proficiency in discrete mathematics by either passing the departmental Discrete Mathematics Proficiency Exam or by earning a grade of C- or better in MATH 200. This requirement must be met by the end of the sophomore year.

The Discrete Mathematics Proficiency Exam may be taken at most twice and cannot be taken beyond the sophomore year. The exam may not be used to fulfill the requirement for a student who has taken the course pass/fail or who has received a letter grade below C- in Math 200.

Students considering pursuing a major in Computer Science are urged to take Computer Science 134 and to begin satisfying their mathematics requirements early. Note in particular that the Discrete Mathematics Proficiency requirement is a prerequisite for many advanced courses.

### **Other Notes**

Students who take Computer Science 102T, 103, or 104 may use that course as one of the two electives required for the major in Computer Science. Computer Science 102T, 103, 104, and 134 are not open to students who have taken a Computer Science course numbered 136 or higher.

To be eligible for admission to the major, a student must have completed at least two Computer Science courses, including Computer Science 136, as well as fulfilled the Discrete Mathematics Proficiency Requirement by the end of the sophomore year. A Mathematics course at the 200-level or higher (except for MATH 200) must be completed by the end of the junior year. Students are urged to have completed two of the four core courses (Computer Science 237, 256, 334, and 361) by the end of the sophomore year and must normally have completed at least three out of the four core courses by the end of the junior year.

We encourage students to be intellectually engaged in our field beyond the formal structure of courses. As such, all computer science majors must attend at least twenty Computer Science colloquia. Juniors and seniors are encouraged to attend at least five during each semester they are present on campus. Prospective majors in their first and second years are also encouraged to attend. A student studying away on a program approved by the International Education and Study Away Office will receive four colloquium credits for each semester away, up to a total of eight credits.

With the advance permission of the department, two appropriate mathematics or statistics courses may be substituted for one Computer Science elective. Appropriate mathematics classes are those numbered 300 or above, and appropriate statistics courses are those numbered 200 or above. Other variations in the required courses, adapting the requirements to the special needs and interests of the individual student, may be arranged in consultation with the department.

### **LABORATORY FACILITIES**

The Computer Science Department maintains five departmental computer laboratories for students taking Computer Science courses, as well as a lab that can be configured for teaching specialized topics such as robotics. The workstations in these laboratories also support student and faculty research in computer science.

### **THE DEGREE WITH HONORS IN COMPUTER SCIENCE**

The degree with honors in Computer Science is awarded to students who have demonstrated outstanding intellectual achievement in a program of study extending beyond the requirements of the regular major. The principal considerations in recommending a student for the degree with honors will be: mastery of core material, ability to pursue independent study of computer science, originality in methods of investigation, and creativity in research. Honors study is highly recommended for those students with strong academic records in computer science who wish to attend graduate school, pursue high-level industrial positions in computing, or who would simply like to experience research in computer science.

Prospective honors students are urged to consult with their departmental advisor at the time of registration in the spring of the sophomore or at the beginning of the junior year to arrange a program of study that could lead to the degree with honors. Such a program normally consists of Computer

Science 493 and 494 and a WSP of independent research under the guidance of a Computer Science faculty member, culminating in a thesis that is judged acceptable by the department. The program produces a significant piece of written work and often includes a major computer program. All honors candidates are required to give an oral presentation of their research in the Computer Science Colloquium in early spring semester.

Students considering honors work should obtain permission from the department before registering in the fall of the senior year. Formal admission to candidacy occurs at the beginning of the spring semester of the senior year and is based on promising performance in the fall semester and winter study units of honors work. Recommendations for the degree with honors will be made for outstanding performance in the three honors courses. Highest honors will be recommended for students who have displayed exceptional ability, achievement, or originality.

## **INTRODUCTORY COURSES**

The department offers a choice of introductory courses; Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, 104 Understanding Data Through Computation, and 134 Introduction to Computer Science.

Computer Science 134 provides an introduction to computer science with a focus on developing computer programming skills. These skills are essential to most upper-level courses in the department. As a result, Computer Science 134 together with Computer Science 136, are required as a prerequisite to most advanced courses in the department. Those students intending to take several Computer Science courses are urged to take 134 early.

Those students interested in learning more about exciting new ideas in computer science, but not necessarily interested in developing extensive programming skills, should consider Computer Science 102 The Socio-Techno Web, 103 Electronic Textiles, or 104 Understanding Data Through Computation.

Students with significant programming experience should consider electing Computer Science 136 (see "Advanced Placement" below).

Please see <https://csci.williams.edu/placement-for-introductory-computer-science-classes/> for a more details on selecting among our classes. Students are always welcome to contact a member of the department for guidance in selecting a first course.

## **COMPUTER SCIENCE 134**

Introduction to Computer Science covers fundamental concepts in the design, implementation and testing of computer programs including loops, conditionals, functions, elementary data types and recursion. There is a strong focus on constructing correct, understandable and efficient programs in a structured language such as Java or Python.

## **STUDY ABROAD**

Study abroad can be a wonderful experience. Students who hope to take computer science courses while abroad should discuss their plans in advance with the chair of the department or the departmental study away advisor. Students who plan to study away but do not expect to take courses toward the major should work with the department to create a plan to ensure that they will be able to complete the major. While study abroad is generally not an impediment to completing the major, students should be aware that certain computer science courses must be taken in a particular sequence and that not all courses are offered every semester (or every year). Students who wish to discuss their plans are invited to meet with any of the faculty in Computer Science.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings and assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Typically no more than two CSCI courses and one Math course.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Many CSCI electives are not taught every year. Students should develop a plan to complete all major requirements and discuss them with the department prior to going abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

Students must have courses pre-approved prior to going abroad to ensure they meet the curricular goals and standards of the department.

## **ADVANCED PLACEMENT**

Students with an extensive background in computer science are urged to take the Advanced Placement Examination in Computer Science. A score of 4 or better on the AP Computer Science A exam is normally required for advanced placement in Computer Science 136.

Students who wish to be placed in Computer Science 136 but who have not taken the Advanced Placement Examination should consult with the department. Such students should have had a good course in computer science using a structured language such as Java or Python.

## **PLANS OF STUDY FOR NON-MAJORS**

The faculty in Computer Science believes that students can substantially enrich their academic experience by completing a coherent plan of study in one or more disciplines outside of their majors. With this in mind, we have attempted to provide students majoring in other departments with options in our department's curriculum ranging from two-course sequences to collections of courses equivalent to what would constitute a minor at institutions that recognize such a concentration. Students interested in designing such a plan of study are invited to discuss their plans in detail with a member of the faculty. To assist students making such plans, we include some suggestions below.

Students seeking to develop an extensive knowledge of computer science without majoring in the department are encouraged to use the major requirements as a guide. In particular, the four core courses required of majors are intended to provide a broad knowledge of topics underlying all of computer science. Students seeking a concentration in Computer Science are urged to complete at least two of these courses followed by one of our upper-level electives. Such a program would typically require the completion of a total of five Computer Science courses in addition to the Discrete Mathematics Proficiency requirement.

There are several sequences of courses appropriate for those primarily interested in developing skills in programming for use in other areas. For general programming, Computer Science 134 followed by 136 and 256 will provide students with a strong background in algorithm and data structure design together with an understanding of issues of correctness and efficiency. Students of the Bioinformatics program are encouraged to take Computer Science 134 at a minimum, and should also consider Computer Science 136 and 256. The sequence of courses Computer Science 109 and 134 would provide sufficient competence in computer graphics for many students interested in applying such knowledge either in the arts or sciences.

There are, of course, many other alternatives. We encourage interested students to consult with the department chair or other members of the department's faculty.

## **GENERAL REMARKS**

### **Divisional Requirements**

All Computer Science courses may be used to satisfy the Division III distribution requirement.

### **Alternate Year Courses**

Computer Science 102, 103, 104, and our electives are each usually offered at least every other year. All other Computer Science courses are normally offered every year.

### **Course Numbering**

The increase from 100, through 200 and 300, to 400 indicates in most instances an increasing level of maturity in the subject that is expected of students. Within a series, numeric order does not indicate the relative level of difficulty of courses. Rather, the middle digit of the course number (particularly in upper-level courses) generally indicates the area of computer science covered by the course.

### **Course Descriptions**

Brief descriptions of the courses in Computer Science can be found below. More detailed information on the offerings in the department is available at <http://www.cs.williams.edu/>.

### **Courses Open on a Pass-Fail Basis**

Students taking a Computer Science course on a pass-fail basis must meet all the requirements set for students taking the course on a graded basis.

With the permission of the department, any course offered by the department may be taken pass-fail (with the exception of tutorials), though courses graded with the pass-fail option may not be used to satisfy any of the major or honors requirements. However, with the permission of the department, courses taken in the department beyond those requirements may be taken on a pass-fail basis.

### **CSCI 103 (S) Electronic Textiles (QFR)**

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

**Class Format:** interspersed with hands-on activities in a computer lab

**Requirements/Evaluation:** weekly homework assignments and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** students who have not previously taken a CSCI course

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Materials/Lab Fee:** a fee of \$95 will be added to term bill to cover LilyPad Arduino components (Protosnap Plus Kit, battery holders, sets of LEDs, temperature sensor, vbe board, tri-color LED), alligator test leads, fabric, thread & fabric scissors.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

### **CSCI 104 (F) Understanding Data Through Computation (QFR)**

Many of the world's greatest discoveries and most consequential decisions are enabled or informed by the analysis of data from a myriad of sources. Indeed, the ability to organize, visualize, and draw conclusions from data is now a critical tool in the sciences, business, medicine, politics, other academic disciplines, and society as a whole. This course lays the foundations for reasoning about data by exploring complementary computational, statistical, and visualization concepts. These concepts will be reinforced by lab experiences designed to teach programming and statistics skills while analyzing real-world data sets. This course will also examine the broader context and social issues surrounding data analysis, including privacy and ethics.

**Requirements/Evaluation:** Weekly problem sets involving programming, a project, and examinations.

**Prerequisites:** None; previous programming experience or statistics is not required.

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** Not open to those who have completed or are currently enrolled in a Computer Science course numbered 136 or higher or a Statistics course. Preference given to first-year students and sophomores who have not previously taken a computer science course.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal

reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Katie A. Keith  
LEC Section: 02 MWF 11:00 am - 11:50 am Stephen N. Freund  
LAB Section: 03 M 1:00 pm - 2:30 pm Stephen N. Freund, Katie A. Keith  
LAB Section: 04 M 2:30 pm - 4:00 pm Stephen N. Freund, Katie A. Keith  
LAB Section: 05 T 1:00 pm - 2:30 pm Stephen N. Freund, Katie A. Keith  
LAB Section: 06 T 2:30 pm - 4:00 pm Stephen N. Freund, Katie A. Keith

**CSCI 134 (F)(S) Introduction to Computer Science (QFR)**

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

**Requirements/Evaluation:** weekly programming projects, weekly written homeworks, and two examinations.

**Prerequisites:** none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Iris Howley  
LEC Section: 02 MWF 10:00 am - 10:50 am Jeannie R Albrecht  
LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht  
LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley  
LAB Section: 05 M 1:00 pm - 2:30 pm Jeannie R Albrecht  
LAB Section: 06 M 2:30 pm - 4:00 pm Jeannie R Albrecht  
LAB Section: 07 T 1:00 pm - 2:30 pm Iris Howley  
LAB Section: 08 T 1:00 pm - 2:30 pm Jeannie R Albrecht  
LAB Section: 09 T 2:30 pm - 4:00 pm Jeannie R Albrecht

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Rohit Bhattacharya  
LEC Section: 02 MWF 10:00 am - 10:50 am Rohit Bhattacharya  
LEC Section: 03 MWF 11:00 am - 11:50 am Mark Hopkins

LAB Section: 04 M 1:00 pm - 2:30 pm Mark Hopkins  
LAB Section: 05 M 1:00 pm - 2:30 pm Rohit Bhattacharya  
LAB Section: 06 M 2:30 pm - 4:00 pm Rohit Bhattacharya  
LAB Section: 07 T 1:00 pm - 2:30 pm Mark Hopkins  
LAB Section: 08 T 1:00 pm - 2:30 pm Rohit Bhattacharya  
LAB Section: 09 T 2:30 pm - 4:00 pm Rohit Bhattacharya

**CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)**

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

**Requirements/Evaluation:** programming and written assignments, quizzes, examinations

**Prerequisites:** CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIGP Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw  
LEC Section: 02 MWF 9:00 am - 9:50 am Daniel W. Barowy  
LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw  
LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw  
LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy  
LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am James M. Bern  
LEC Section: 02 MWF 11:00 am - 11:50 am Daniel W. Barowy  
LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern  
LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern  
LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy  
LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy

**CSCI 237 (F)(S) Computer Organization (QFR)**

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level

languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

**Requirements/Evaluation:** weekly programming assignments and/or problem sets, quizzes, midterm and final exams

**Prerequisites:** CSCI 136

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 03 R 2:30 pm - 4:00 pm Kelly A. Shaw

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 03 R 2:30 pm - 4:00 pm Kelly A. Shaw

### **CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)**

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include greedy, divide-and-conquer, dynamic programming, and network flow algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

**Requirements/Evaluation:** Problem sets, midterm and final examinations

**Prerequisites:** CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the course is about applying abstract and mathematical reasoning to the study of algorithms and computation.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Bill K. Jannen

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Bill K. Jannen

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

## CSCI 315 (S) Computational Biology (QFR)

**Cross-listings:** PHYS 315 CSCI 315

### Secondary Cross-listing

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

## CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

### Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **CSCI 326 (S) Software Methods (QFR)**

Sophisticated software systems play a prominent role in many aspects of our lives, and while programming can be a very creative and exciting process, building a reliable software system of any size is no easy feat. Moreover, the ultimate outcome of any programming endeavor is likely to be incomplete, unreliable, and unmaintainable unless principled methods for software construction are followed. This course explores those methods. Specific topics include: software processes; specifying requirements and verifying correctness; abstractions; design principles; software architectures; concurrent and scalable systems design; testing and debugging; and performance evaluation.

**Requirements/Evaluation:** homework, programming assignments, group work, presentations, exams

**Prerequisites:** CSCI 136, and at least one of CSCI 237, 256, or 334

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

### **CSCI 331 (F) Introduction to Computer Security (QFR)**

This class explores common vulnerabilities in computer systems, how attackers exploit them, and how systems engineers design defenses to mitigate them. The goal is to be able to recognize potential vulnerabilities in one's own software and to practice defensive design. Hands-on experience writing assembly language and C code to inspect and modify the low-level operation of running programs is emphasized. Finally, regular reading and writing assignments round out the course to help students understand the cultural and historical background of the computer security "arms race."

**Class Format:** This course has twice-weekly lecture meetings as well as a weekly lab meeting.

**Requirements/Evaluation:** weekly reading responses, lab assignments, midterm exam, and final project

**Prerequisites:** CSCI 136 and CSCI 237

**Enrollment Limit:** 24(12/lab)

**Enrollment Preferences:** upper-level students

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 333 (S) Storage Systems (QFR)**

This course will examine topics in the design, implementation, and evaluation of storage systems. Topics include the memory hierarchy; ways that data is organized (both logically and physically); storage hardware and its influence on storage software designs; data structures; performance

models; and system measurement/evaluation. Readings will be taken from recent technical literature, and an emphasis will be placed on identifying and evaluating design trade-offs.

**Class Format:** Lecture content will be through asynchronously viewed video modules. Two scheduled conference sections will each meet twice per week. They will be used for synchronous conference meetings that include discussions, activities, and programming tasks. Students should sign up for the lecture section and one conference section.

**Requirements/Evaluation:** programming assignments, quizzes, midterm examination, and a final project

**Prerequisites:** CSCI 136; CSCI 237 or permission of instructor

**Enrollment Limit:** 40

**Enrollment Preferences:** current Computer Science majors, students with research experience or interest

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will have students develop quantitative/formal reasoning skills through problem sets and programming assignments.

Not offered current academic year

### **CSCI 334 (F)(S) Principles of Programming Languages (QFR)**

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

**Requirements/Evaluation:** weekly problem sets and programming assignments, a midterm examination, and a final examination

**Prerequisites:** CSCI 136

**Enrollment Limit:** 30

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Daniel W. Barowy

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

### **CSCI 338 (F) Parallel Processing (QFR)**

This course explores different parallel programming paradigms used for writing applications on today's parallel computer systems. The course will introduce concurrency (i.e. multiple simultaneous computations) and the synchronization primitives that allow for the creation of correct concurrent applications. It will examine how a variety of systems organize parallel processing resources and enable users to write parallel programs for these systems. Covered programming paradigms will include multiprogramming with processes, message passing, threading in shared memory multiprocessors, vector processing, graphics processor programming, transactions, MapReduce, and other forms of programming for the cloud. Class discussion is based on assigned readings. Assignments provide students the opportunity to develop proficiency in writing software using different parallel programming paradigms.

**Requirements/Evaluation:** homework assignments, programming projects, and up to two exams

**Prerequisites:** CSCI 136 or equivalent programming experience, and CSCI 237, or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of substantial problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 339 (S) Distributed Systems (QFR)**

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

**Requirements/Evaluation:** weekly homework assignments, midterm exam, 3 major programming projects, and a final project

**Prerequisites:** CSCI 237

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

### **CSCI 356 (F) Advanced Algorithms (QFR)**

This course explores advanced concepts in algorithm design, algorithm analysis and data structures. Areas of focus will include algorithmic complexity, randomized and approximation algorithms, geometric algorithms, and advanced data structures. Topics will include combinatorial algorithms for packing, and covering problems, algorithms for proximity and visibility problems, linear programming algorithms, approximation schemes, hardness of approximation, search, and hashing.

**Class Format:** this class will follow the meeting structure of a tutorial, with groups of three or four

**Requirements/Evaluation:** weekly problem sets, several small programming projects, weekly paper summaries, and a small, final project

**Prerequisites:** CSCI 256; CSCI 361 is recommended but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class has regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 357 (S) Algorithmic Game Theory (QFR)**

This course focuses on topics in game theory and mechanism design from a computational perspective. We will explore questions such as: how to design algorithms that incentivize truthful behavior, that is, where the participants have no incentive to cheat? Should we let drivers selfishly minimize their commute time or let a central algorithm direct traffic? Does Arrow's impossibility result mean that all voting protocols are doomed? The overarching goal of these questions is to understand and analyze selfish behavior and whether it can or should influence system design. Students will learn how to model and reason about incentives in computational systems both theoretically and empirically. Topics include types of equilibria, efficiency of equilibria, auction design and mechanism design with money, two-sided markets and mechanism design without money, incentives in computational applications such as P2P systems, and computational social choice.

**Requirements/Evaluation:** weekly problem sets and/or programming assignments, two midterm exams, and a final project.

**Prerequisites:** CSCI 256

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist problem sets and programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 358 (F) Applied Algorithms (QFR)**

This course is about bridging the gap between theoretical running time and writing fast code in practice. The course is divided into two basic topics. The first is algorithmic: we will discuss some of the most useful tools in a coder's toolkit. This includes topics like randomization (hashing, filters, approximate counters), linear and convex programming, similarity search, and cache-efficient algorithms. Our goal is to talk about why these efficient algorithms make seemingly difficult problems solvable in practice. The second topic is applications: we will discuss how to implement algorithms in an efficient way that takes advantage of modern hardware. Specific topics covered will include blocking, loop unrolling, pipelining, as well as strategies for performance analysis. Projects and assessments will include both basic theoretical aspects (understanding why the algorithms we discuss actually work), and practical aspects (implementing the algorithms we discuss to solve important problems, and optimizing the code so it runs as quickly as possible).

**Requirements/Evaluation:** Over the course of each week, there will be either an assignment or a mini-midterm. Assignments and mini-midterms have similar structure, with both a coding and problem set component, but mini-midterms will be weighted more heavily and must be completed individually. There will also be a take home final at the end of the year.

**Prerequisites:** CSCI 256 and CSCI 237

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 361 (F) Theory of Computation (QFR)**

**Cross-listings:** MATH 361 CSCI 361

Primary Cross-listing

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 48(12/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 361 (D3) CSCI 361 (D3)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 ASYN Aaron M. Williams

CON Section: 02 MWF 11:00 am - 12:15 pm Aaron M. Williams

CON Section: 03 MR 1:10 pm - 2:25 pm Aaron M. Williams

CON Section: 04 MR 2:35 pm - 3:50 pm Aaron M. Williams

CON Section: 05 TF 1:10 pm - 2:25 pm Aaron M. Williams

### **CSCI 371 (F)(S) Computer Graphics (QFR)**

This course covers the fundamental mathematics and techniques behind computer graphics, and will teach students how to represent and draw 2D and 3D geometry for real-time and photorealistic applications. Students will write challenging implementations from the ground up in C/C++, OpenGL, and GLSL. Topics include transformations, rasterization, ray tracing, immediate mode GUI, forward and inverse kinematics, and physically-based animation. Examples are drawn from video games, movies, and robotics.

**Requirements/Evaluation:** evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136 and CSCI 237 or permission of instructor

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

**CSCI 373 (F)(S) Artificial Intelligence (QFR)**

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Reasoning under uncertainty, Probabilistic graphical models, and Automated Learning.

**Requirements/Evaluation:** Evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136 and (CSCI 256 or permission of instructor)

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

**CSCI 374 (F) Machine Learning (QFR)**

Machine learning is a field that derives from artificial intelligence and statistics, and is concerned with the design and analysis of computer algorithms that "learn" automatically through the use of data. Computer algorithms are capable of discerning subtle patterns and structure in the data that would be practically impossible for a human to find. As a result, real-world decisions, such as treatment options and loan approvals, are being increasingly automated based on predictions or factual knowledge derived from such algorithms. This course explores topics in supervised learning (e.g., random forests and neural networks), unsupervised learning (e.g., k-means clustering and expectation maximization), and possibly reinforcement learning (e.g., Q-learning and temporal difference learning.) It will also introduce methods for the evaluation of learning algorithms (with an emphasis on analysis of generalizability and robustness of the algorithms to distribution/environmental shift), as well as topics in computational learning theory and ethics.

**Requirements/Evaluation:** Presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

**Prerequisites:** CSCI 136 and CSCI 256 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Current or expected Computer Science majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Rohit Bhattacharya

### **CSCI 375 (S) Natural Language Processing (QFR)**

Natural language processing (NLP) is a set of methods for making human language accessible to computers. NLP underlies many technologies we use on a daily basis including automatic machine translation, search engines, email spam detection, and automated personalized assistants. These methods draw from a combination of algorithms, linguistics and statistics. This course will provide a foundation in building NLP models to classify, generate, and learn from text data.

**Requirements/Evaluation:** Evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136, and either CSCI 256 or STAT 201/202.

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katie A. Keith

LEC Section: 02 MWF 11:00 am - 11:50 am Katie A. Keith

### **CSCI 376 (F) Human-Computer Interaction**

**Cross-listings:** STS 376 CSCI 376

**Primary Cross-listing**

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

**Requirements/Evaluation:** course projects, in-class group work/participation, and exams

**Prerequisites:** CSCI 136

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 376 (D2) CSCI 376 (D3)

**Not offered current academic year**

### **CSCI 377 (S) Human Work in Computational Systems (QFR)**

**Cross-listings:** STS 375 CSCI 377

**Primary Cross-listing**

As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational

tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

**Class Format:** Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

**Requirements/Evaluation:** Course projects, in-class group work/participation, weekly written homework assignments/readings.

**Prerequisites:** CSCI 136

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference for current CS majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$75 for purchase of software and work on crowdsourcing platforms.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 375 (D3) CSCI 377 (D3)

**Quantative/Formal Reasoning Notes:** This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 378 (F) Human Artificial Intelligence Interaction**

**Cross-listings:** STS 378 CSCI 378

Primary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

**Class Format:** Lecture content is delivered via video, and in-class time will be spent doing hands-on activities or in group discussion.

**Requirements/Evaluation:** homework, programming assignments, group work, participation, and quizzes

**Prerequisites:** CSCI 136, and at least one of CSCI 237, 256, or 334

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 378 (D2) CSCI 378 (D3)

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

### **CSCI 379 (S) Causal Inference (QFR)**

Does X cause Y? If so, how? And what is the strength of this causal relation? Seeking answers to such causal (as opposed to associational) questions is a fundamental human endeavor; the answers we find can be used to support decision-making in various settings such as healthcare and public

policy. But how does one tease apart causation from association--early in our statistical education we are taught that "correlation does not imply causation." In this course, we will re-examine this phrase and learn how to reason with confidence about the validity of causal conclusions drawn from messy real-world data. We will cover core topics in causal inference including causal graphical models, unsupervised learning of the structure of these models, expression of causal quantities as functions of observed data, and robust/efficient estimation of these quantities using statistical and machine learning methods. Concepts in the course will be contextualized via regular case studies.

**Requirements/Evaluation:** Problem sets, programming exercises, empirical analyses, case studies, and a final project.

**Prerequisites:** CSCI 136, and either CSCI 256 or STAT 201/202.

**Enrollment Limit:** 24

**Enrollment Preferences:** Computer science majors and prospective majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course heavily relies on discrete mathematics, algorithms, and elementary statistics. There will be regular assignments requiring rigorous quantitative or formal reasoning.

**Attributes:** COGS Interdepartmental Electives

Not offered current academic year

### **CSCI 397 (F) Independent Reading: Computer Science**

Directed independent reading in Computer Science.

**Requirements/Evaluation:** To be determined by supervising faculty member.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Stephen N. Freund

### **CSCI 398 (S) Independent Reading: Computer Science**

Directed independent reading in Computer Science.

**Requirements/Evaluation:** To be determined by supervising faculty member.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Stephen N. Freund

### **CSCI 432 (S) Operating Systems (QFR)**

This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems

development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, os/architecture interaction, and distributed operating systems.

**Requirements/Evaluation:** several implementation projects that will include significant programming, as well as written homework, and up to two exams

**Prerequisites:** CSCI 237 and either CSCI 256 or 334

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of substantial problem sets and/or programming assignments in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **CSCI 441 (F) Information Theory and Applications**

**Cross-listings:** MATH 441 CSCI 441 STAT 441

Secondary Cross-listing

What is information? And how do we communicate information effectively? This course will introduce students to the fundamental ideas of Information Theory including entropy, communication channels, mutual information, and Kolmogorov complexity. These ideas have surprising connections to a fields as diverse as physics (statistical mechanics, thermodynamics), mathematics (ergodic theory and number theory), statistics and machine learning (Fisher information, Occam's razor), and electrical engineering (communication theory).

**Requirements/Evaluation:** Weekly homeworks, midterm(s), final exam.

**Prerequisites:** Math/Stat 341; Math 150 or 151; or permission of instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors; mathematics and statistics majors.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 441 (D3) CSCI 441 (D3) STAT 441 (D3)

Not offered current academic year

### **CSCI 493 (F)(S) Research in Computer Science**

This course provides highly-motivated students an opportunity to work independently with faculty on research topics chosen by individual faculty. Students are generally expected to perform a literature review, identify areas of potential contribution, and explore extensions to existing results. The course culminates in a concise, well-written report describing a problem, its background history, any independent results achieved, and directions for future research.

**Requirements/Evaluation:** class participation, presentations, and the final written report

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** open to senior Computer Science majors with permission of instructor

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course (along with CSCI 31 and CSCI 494) is required for students pursuing honors, but enrollment is not limited to students pursuing honors

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Stephen N. Freund

Spring 2023

HON Section: 01 Cancelled

**CSCI 494 (S) Senior Thesis: Computer Science**

Computer Science thesis; this is part of a full-year thesis (493-494).

**Requirements/Evaluation:** class participation, presentations, and the final written report

**Prerequisites:** CSCI 493

**Enrollment Limit:** none

**Enrollment Preferences:** open to senior Computer Science majors with permission of instructor

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Stephen N. Freund

**CSCI 497 (F) Independent Reading: Computer Science**

Directed independent reading in Computer Science.

**Requirements/Evaluation:** To be determined by supervising faculty member.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Stephen N. Freund

**CSCI 498 (S) Independent Reading: Computer Science**

Directed independent reading in Computer Science.

**Requirements/Evaluation:** To be determined by supervising faculty member.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

**Winter Study** -----

**CSCI 10 (W) Unix and Software Tools**

This course serves as a guided introduction to the Unix operating system and a variety of software tools. Students in this course will work on Unix workstations, available in the Department's laboratory. By the end of the course, students will be familiar with Unix and will be able to use Git as a collaborative tool. As a final project, students will work together in teams to explore an API of their choice. The exact topics to be covered may vary depending upon the needs and desires of the students. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a broader variety of computer systems and programming languages. This course is not intended for students who have completed a course at the 200 level or above.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** CSCI 134 or equivalent programming experience

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to students who have not yet completed a CSCI course at the 200 level or above

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Lida graduated from Williams in 2002 as a double major in CS and Psych. She returned in 2014 and spent 4 years working in Alumni Relations before joining the staff of the CS Dept in 2019 where she provides instruction support for the intro classes.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWRF 10:00 am - 11:50 am Lida P. Doret

**CSCI 13 (W) Designing for People**

Many innovative products and entrepreneurial endeavors fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The fields of Human Factors and Design Thinking combine aspects of psychology with software development, behavioral economics, architecture, and other fields, to create products and processes that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical experience with iterative design techniques, prototyping, and user testing and feedback. Students will demonstrate their understanding of Human Factors theory through short presentations and participation in class discussion. Students will work in small groups to identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** instructor seeks a diverse group of students with interests in design, psychology, human-computer interaction, and other fields

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Rich Cohen '82 has designed communications, social networking and education applications used by over 100 million people and has conducted usability research on five continents.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Rich Cohen

### **CSCI 16 (W) Introduction to the Computer Science Research Process**

This course introduces students to the research process in Computer Science. Students will learn how to find and critically read research papers, formulate and describe a research problem, propose a solution to that problem, and design an evaluation plan for assessing the effectiveness of the proposed solution. Students will learn about the general research framework through readings, videos, in-class activities, and class discussions. Throughout the course, students will apply those general research methods to a research question in an area of their choice (e.g., machine learning, algorithms, parallel architecture, etc.), working in groups of up to three students. Each group will create a written research project proposal that includes a description of the research context and the specific problem to be solved with appropriate related work citations, a description of the proposed solution or approach, and a plan for evaluating the proposed solution. Assessment will be based on a written project proposal and an in-class oral presentation of that proposal.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** Students should have successfully completed Computer Science 134 or some similar computing experience.

**Enrollment Limit:** 15

**Enrollment Preferences:** We will select a set of students who have different amounts of computer science experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Kelly A. Shaw

### **CSCI 23 (W) Research and Development in Computing**

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** project must be pre-approved by the faculty supervisor

**Enrollment Limit:** 30

**Enrollment Preferences:** preference given to sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 TBA Stephen N. Freund

### **CSCI 28 (W) Product Management and Solution Design**

**Cross-listings:** ECON 28 CSCI 28

**Secondary Cross-listing**

In this course, students will work in small teams to design a software product that solves a problem of their choosing. To support this endeavor, we will examine, critique, and apply methodologies intended to solve these problems, including those developed by Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Students will learn to act as effective product managers, achieving alignment between business, technology, and UI/UX design. Such alignment is crucial given that technology projects often fail not because of the quality of technical engineering but due to misalignment in these three areas. Google Glass failed to account for its price tag, fashion, and the privacy panic. The initial Obamacare website failed to address management issues and predict the volume of website visitors. Flexcube failed to update and incorporate users into the design of their product,

resulting in a \$500 M UX mistake for Citi bank. These organizations did not identify the right problem, or did not build the right solution. The underlying conflict is IT teams like to be told what to build, but users often do not know what they want or how to express it. We will learn how product managers and their interdisciplinary teams can bridge that gap.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students are asked to submit a brief letter describing why they are interested in the course and what they hope to get out of it. To be considered, please email your submission to [vincent.mcnelis@dataart.com](mailto:vincent.mcnelis@dataart.com) by 11.13.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Allan joined DataArt in 2014 through the acquisition of AW Systems, where he was a founding partner, and instrumental in developing the Solution Design Framework Methodology, a process designed to guide large-scale/complex technology projects to success. Allan now heads DataArt's Solution Design consulting group as well as their product management competency.

**Materials/Lab Fee:** \$6

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 28 CSCI 28

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

### **CSCI 31 (W) Senior Thesis: Computer Science**

To be taken by students registered for Computer Science 493-494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Stephen N. Freund

### **CSCI 99 (W) Independent Study: Computer Science**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

**Distributions:** (D3)

Winter 2023

IND Section: 01 TBA Stephen N. Freund

## **CONTRACT MAJOR (Div I, II, or III)**

### **Contract Major Advisor: Amanda Turner**

Students with the talent and energy for working independently and with the strong support of faculty advisors may undertake a Contract Major: a coherent study of an interdisciplinary subject not covered by a regularly offered major. The purpose of a Contract Major is to allow highly motivated students to follow a course of study outside the boundaries of established majors. Students have an opportunity to draw from the wealth of offered courses and develop a major that corresponds to their particular interests and goals.

A Contract Major must be in an area suitable to the talents of the faculty in residence and cannot consist of modifications to an existing major. A Contract Major also must conform to the structure and coherence of a departmental or program major—it must embody a disciplined study that moves from an elementary to an advanced level and culminate in a synthesis similar to a senior major course.

Developing a Contract Major proposal is both interesting and demanding. Due to these demands, students should carefully consider the advantage of working within existing majors or programs, taking note of the considerable intellectual pleasures involved in sharing similar educational experiences with other students working within the same area of study.

Students who wish to explore or propose a Contract Major should consult with the Contract Major Advisor and potential faculty advisors as early as possible first semester of sophomore year.

### **Considerations**

A Contract Major cannot be pursued in conjunction with another major or concentration.

Alternatives:

- two majors
- major + concentration
- major + coordinate program
- major + courses of special interest

### **Identification**

A Contract Major is:

- A coherent study of an interdisciplinary subject not covered by a regularly offered major or concentration, consistent with the liberal arts mission.
- A cumulative study that moves from an elementary to an advanced level.
- A course of study that is appropriate for the undergraduate level—not so narrowly defined where it would be considered a graduate level course of study.

**A Contract Major cannot consist of minor modifications to an existing major or concentration.**

### **Advising**

Before deciding to pursue a Contract Major, schedule an appointment with Amanda Turner, Contract Major Advisor (CMA) **prior to November 15**. This advising session will help determine if a Contract Major is a good fit and also serve as an overview to the Contract Major approval process.

[More information can be found on the Contract Major site.](#)

### **CMAJ 493 (F) Senior Thesis: Contract Major**

A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Fall 2022

HON Section: 01 TBA Amanda B. Turner

**CMAJ 494 (S) Senior Thesis: Contract Major**

A Contract Major senior thesis, which is determined in consultation with faculty advisors, is either: one semester term (CMAJ 493 or CMAJ 494) and one Winter Study term (CMAJ 31); or two semester terms and Winter Study term (CMAJ 493, CMAJ 31, and CMAJ 494).

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Spring 2023

HON Section: 01 TBA Amanda B. Turner

**CMAJ 497 (F) Independent Study: Contract Major**

Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Fall 2022

IND Section: 01 TBA Amanda B. Turner

**CMAJ 498 (S) Independent Study: Contract Major**

Contract Major independent study. An independent study petition is required, please see registrar.williams.edu for more information.

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Divisional credit is either I, II, or III depending on approved Contract Major proposal.

**Distributions:** No divisional credit

Spring 2023

IND Section: 01 TBA Amanda B. Turner

**Winter Study -----**

**CMAJ 31 (W) Senior Thesis: Contract Major**

To be taken by students registered for Contract Major 493, 494.

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Amanda B. Turner

**CMAJ 99 (W) Independent Study: Contract Major**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amanda B. Turner

## DANCE (Div I)

Chair: Sandra Burton

- Sandra L. Burton, Lipp Family Director of Dance and Senior Lecturer in Dance
- Saroya Y. Corbett, Gaius Charles Bolin Fellow in Dance
- Erica Dankmeyer, Artist-in-Residence in Dance
- Janine Parker, Artist-in-Residence in Dance
- Munjulika R. Tarah, Assistant Professor of Dance; on leave 2022-2023

The Dance Department offers students ways to investigate embodied knowledge and to develop multiple perspectives by studying individuals and communities. Our courses support close study of physical practices, histories, cultural context and musical understanding and interpretation. Through techniques, research, and creative inquiry, students deepen capacity for interdisciplinary discovery.

The department curriculum offers complementary study in the disciplines of Theater, Visual Art, Africana Studies, American Studies, Asian-American Studies, Global Studies, Gender Studies, Music, and Performance Studies. Dance technique courses include ballet, modern, and African Dance.

Currently students seeking to anchor their academic and creative study in dance may pursue the [Contract Major](#) option. Designated courses are offered for full academic and/or PE credit; you must register for PE courses through the [Physical Education department](#).

All students are welcome to audition for membership in the Department's [performing companies](#) which include: CoDa, whose members train in and perform works created in the vocabularies of modern dance and ballet; Kusika, an African Dance and percussion ensemble which accepts members as dancers, musicians, and storytellers; Sankofa, the college's step team, whose members present this percussive dance form with both respect to tradition and an energetic exploration of new ideas; and the Zambezi Marimba Band, which performs music from Zambia and Zimbabwe, as well as from around the world. Membership is also possible through invitation by the company directors. Company members study with faculty, guest artists and peers. Student choreographers are also supported.

### DANC 103 (F) Historical Research in Dance and Performance Studies

**Cross-listings:** ARTH 204 DANC 103

#### Primary Cross-listing

This course is an introduction to the historical context of dance forms prevalent in the US and analysis of movement-based performances. While readings and viewings will focus on the socio-historical background of dance genres practiced at Williams and beyond, an important element of the course will be the practice of documenting, interpreting, and writing about performances as historical and cultural mediums. The course will enable students interested in dance, theatrical and visual arts (including advertising and marketing) to hone their skills in the practice of analyzing still and moving images, while also offering students of history and art history the opportunity to develop competency in historical research. This is primarily a discussion-based seminar course. Learning objectives: to understand the social and political contexts for various performance genres; to explore interdisciplinary and embodied modes of engaging with movement; to develop the ability to document, analyze, and write about dance as a historical and cultural text.

**Requirements/Evaluation:** short weekly assignments, two 5-7 page essays, two group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 204 (D1) DANC 103 (D1)

Not offered current academic year

### **DANC 104 (F) Ballet I Beginning Ballet Technique**

In this class, students learn the fundamentals of ballet technique, in a manner both safe and challenging. This is an absolute beginning course: EVERYONE is welcome! In barre work and center/traveling exercises, the class will begin to develop a working understanding of basic positions of the arms and legs; individual steps such as turns and jumps; and simple combinations. Through repetition and logical progression artistry, musicality, strength and coordination will develop and grow. This course may be repeated for credit. *\*NOTE: students can receive either partial academic credit for this course (credit which doesn't count toward the number required for graduation, but which does appear on one's final transcript) or Physical Education credit. For students who wish PE credit, please register through the PE department.*

**Class Format:** course meets for the full semester, twice per week

**Requirements/Evaluation:** quality of participation, individual progress with the physical material, and clear understanding of concepts

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** beginning students

**Expected Class Size:** 20

**Grading:** pass/fail option only

**Unit Notes:** May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

**Materials/Lab Fee:** Ballet class attire, i.e., leotards, tights/leggings, slippers (students should purchase their own clothing); Est. cost: \$75

**Distributions:** No divisional credit

Fall 2022

STU Section: 01 TR 11:20 am - 12:35 pm Janine Parker

### **DANC 105 BFF! (Ballet Film Festival!) Ballet Technique, History/Evolution**

This course is for ANYONE interested in learning about ballet, through a variety of experiences. First, of course, will be physical practice. For those who have no (or little) prior ballet training, you'll learn the fundamentals of ballet technique in a safe but challenging class (separate classes are available for intermediate/advanced dancers) twice per week. All course participants will gather together once a week for movie/documentary viewings--a wide range of films (primarily) about ballet and ballet dancers from around the world. Readings and other viewings will be assigned so that all students have a grasp of the overarching history of ballet. We'll consider whether, how, and why "traditional" ballets can be relevant as performance art today, and explore ways in which ballet has stumbled, and ways in which it has soared and evolved. While the course assignments will offer historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--plot-lines of ballets we'll be looking at--as well as more subtle ideas--famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. EVERYONE is welcome in this class, and students will be assessed on their individual progress.

**Class Format:** In addition to physical classwork in the dance studio, class will gather to view/discuss dance films; one or two field trips to view live dance will occur over semester

**Requirements/Evaluation:** Workload: in-class physical participation, 2x per week, 75 minutes each class = 2.5 hours/wk; group film viewing/discussion = 3 hours per week; outside of class readings and viewings, with informal written responses, assigned 1x or 2x per week = 2-4 hours/wk; one or two live performance "field trips" with response papers over course of semester. Evaluation: based on quality of participation & individual progress in technique class, (50% of grade); quality of assignment responses and in-class discussions (20% of grade); live performance response papers (10% of grade); final "Film Festival Review" paper (20% of grade)

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Students who express a wish to engage with dance in the future

**Expected Class Size:** 15

**Grading:**

**Materials/Lab Fee:** Ballet class attire: leotard, tights/leggings, ballet slippers (students should purchase their own clothing) approx. \$75-100. Field Trip travel/meals: approx. \$75 per student per trip (max two trips per semester)

**Distributions:** (D1)

Not offered current academic year

### **DANC 106 (F)(S) Modern Dance I: Beginning Modern Dance**

This studio course is designed for students with little or no experience in modern dance technique. All interested in dance are welcome! Students will be immersed in the physicality, principles, and aesthetics of basic modern dance through progression of floor work, standing work, and traveling movement. Skills that will be acquired include strength, coordination, musicality, correct body alignment, and spatial awareness needed for movers. Live musical accompaniment will enhance students' understanding of the relationship between music and movement.

**Class Format:** full semester

**Requirements/Evaluation:** Evaluation is based on consistent participation that fosters progress and increased understanding of principles of movement in modern dance, as introduced through the study of dance technique. Students are assessed on individual progress throughout the semester.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** students who have limited or no experience in dance

**Expected Class Size:** 15

**Grading:** pass/fail option only

**Unit Notes:** May be taken for PE (2 credits, full semester required) or partial academic credit. Students seeking partial academic credit must contact the instructor for enrollment assistance. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. Students seeking PE credit must register through the PE Dept. Course can be repeated for credit.

**Distributions:** No divisional credit

Fall 2022

STU Section: 01 TR 9:55 am - 11:10 am Erica Dankmeyer

Spring 2023

STU Section: 01 WF 11:00 am - 12:15 pm Erica Dankmeyer

### **DANC 107 (F) Dancing in the Streets (Strange Fruit)**

There is a reason why collective activism and impulses toward revolution are called "movements." Movements have bodies, actions, rhythms, voices, and stories. They are embodied, and they create change through this embodiment. During the summer of 1964, the Motown anthem Dancing In the Street (D.I.T.S.) became a joyful expression of the desire to take up space, in tune with the powerful political and social justice movements of the time. D.I.T.S. continues to be sung by contemporary artists as an expression of celebration and as a call to action, highlighting the cyclical nature of time and experience. What brought people into the streets in communities across the globe in 1964, in 2020, and beyond? With this question in mind, we will examine, discuss, and respond to the ways in which artistic expression can document lived experiences, and deploy similar tactics to explore and document our present lives. How have artists documented and driven forward major themes in social justice, both in the past and in our current times? A primary focus of consideration will be the anti-lynching movement across time, which has given rise to the art and aesthetics of the Civil Rights, Black Lives Matter, and Say Her Name Movements. Grounding this work will be a deep exploration of "Strange Fruit," an artistic tour de force that began life as a poem in response to a photographic image and grew to encompass dance, visual art, theatre, media, and music--particularly the enduring and repeating renditions by artists like Billie Holiday, Pearl Primus, and Nina Simone. The course trajectory will also be deeply affected by the students who take part, offering their own stories and experiences in conversation with the work of influential creative practitioners. Inspired by our own origin stories and the roll call of cities heard in D.I.T.S., we will consider the ways in which dance, music, theatre, visual art and other forms of creative expression are made to be shared, causing culture and experiences to bear witness and become meaningful beyond the boundaries of origin. Course meetings will include viewings and discussions of creative expression in various media and formats through an ethnographic performance studies lens, further examining the role of the artist as witness/documentarian, activist, and agent of change. This work will serve as a catalyst in the production of original performance offerings (solo and group-based) that will be shared with a public audience.

**Class Format:** Seminar/Studio. This course is a collaboration with Gotham Professional Arts Academy, an arts-focused public high school in Brooklyn, NY, and all sessions will feature the participation of students from both institutions. Other resources include guest artists and scholars, the online Jacob's Pillow Dance Interactive and Archives, the Williams College Museum of Art, New York City Public Library of Performing Arts, and the Schomburg Center for Research in Black Culture.

**Requirements/Evaluation:** Evaluation will be based upon: 1. Scheduled showings of material you and any collaborators are making in response to course materials, guest artists and scholars. 2. Quality of participation in weekly meetings that are interactive and discussions of course materials. 3. A 7-10 page paper that provides the research foundation for your final project. 4. A final performance project/presentation that is a synthesis of the information and ideas presented and developed over the course of the semester.

**Prerequisites:** None. This course is intended for beginning as well as experienced students who are curious about ways that the arts (dance, music, theater, media, etc.) document the present and the past. DANC 107 & DANC 108 do not need to be taken in sequence.

**Enrollment Limit:** 12

**Enrollment Preferences:** An interest in the arts, performance studies, popular culture, history, and/or experience in social dance, music, theatre, writing or visual art making. No prior training is necessary in the above. Come prepared to play, take risks, and find joy together

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Sandra L. Burton

### **DANC 108 (S) Dancing in the Streets (The Message)**

There is a reason why collective activism and impulses toward revolution are called "movements." Movements have bodies, actions, rhythms, voices, and stories. They are embodied, and they create change through this embodiment. During the summer of 1964, the Motown anthem Dancing In the Street (D.I.T.S.) became a joyful expression of the desire to take up space, in tune with the powerful political and social justice movements of the time. D.I.T.S. continues to be sung by contemporary artists as an expression of celebration and as a call to action, highlighting the cyclical nature of time and experience. What brought people into the streets in communities across the globe in 1964, in 2020, and beyond? With this question in mind, we will examine, discuss, and respond to the ways in which artistic expression can document lived experiences, and deploy similar tactics to explore and document our present lives. How have artists documented and driven forward major themes in social justice, both in the past and in our current times? How do artists and their work document and comment on the past, embody the present, and perform the future into existence? A primary focus of consideration will be the use of storytelling as a vehicle for artistic expression that connects people and ideas across time and space. When Grandmaster Flash and The Furious Five drop "The Message" in 1982, the Bronx is burning, and the birth of hip-hop has people returning to the streets. Disco's velvet rope comes down and urban America comes together to celebrate the life they can live, aspire toward a life they want to live, and spread the word about the realities they face along the way. The cypher creates space for verse, hooks, samples, and dance, and the world becomes a canvas as graffiti artists work to claim space and contribute to a new canon. With global urban music like hip-hop, reggae, and Afrobeat as a backdrop, we will examine the impact of vernacular African American dance and music, and its presence in various performance traditions. The course trajectory will also be deeply affected by the students who take part, offering their own stories and experiences in conversation with the work of influential creative practitioners. Inspired by our own origin stories and the roll call of cities heard in D.I.T.S., we will consider the ways in which dance, music, theatre, visual art and other forms of creative expression are made to be shared, causing culture and experiences to bear witness and become meaningful beyond the boundaries of origin. Course meetings will include viewings and discussions of creative expression in various media and formats through an ethnographic performance studies lens, further examining the role of the artist as witness/documentarian, activist, and agent of change. This work will serve as a catalyst in the production of original performance offerings (solo and group-based) that will be shared with a public audience. We will examine how dancers/choreographers Rosie Perez, Fatima Robinson, Charles O. Anderson, Nora Chipaumire and Rennie Herris use dance and media to tell personal stories and document public events. Musicians/performers Billie Holiday, Nina Simone, Beyonce, Public Enemy, Kendrick Lamar and visual artists Carrie Mae Weems, Titus Kaphar, Hank Willis Thomas, and Adrian Piper are creators whose work will be referenced. What questions are artists posing? What statements are they making? What can be made that responds to this work and that reflects your own stories? Course meetings will include: 1. Weekly movement and music sessions to learn selected dance and music material 2. Weekly discussion of readings, media and other course materials 3. Making a solo and a collaborative project during the semester to be shared as a final project 4. A short research paper on an artist, movement or form that your work informs your work

**Class Format:** Seminar/Studio. This course is a collaboration with Gotham Professional Arts Academy, an arts-focused public high school in Brooklyn, NY, and all sessions will feature the participation of students from both institutions. Other resources include guest artists and scholars, the

online Jacob's Pillow Dance Interactive and Archives, the Williams College Museum of Art, New York City Public Library of Performing Arts, and the Schomburg Center for Research in Black Culture.

**Requirements/Evaluation:** Evaluation will be based upon: 1. Scheduled showings of material you and any collaborators are making in response to course materials, guest artists and scholars. 2. Quality of participation in weekly meetings that are interactive and discussions of course materials. 3. A 7-10 page paper that provides the research foundation for your final project. 4. A final performance project/presentation that is a synthesis of the information and ideas presented and developed over the course of the semester.

**Prerequisites:** None. This course is intended for beginning as well as experienced students who are curious about ways that the arts (dance, music, theater, media, etc.) document the present and the past. DANC 107 & DANC 108 do not need to be taken in sequence.

**Enrollment Limit:** 12

**Enrollment Preferences:** An interest in the arts, performance studies, popular culture, history, and/or experience in social dance, music, theatre, writing or visual art making. No prior training is necessary in the above. Come prepared to play, take risks, and find joy together

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Sandra L. Burton

### **DANC 125 (S) Music and Social Dance in Latin America (DPE)**

**Cross-listings:** MUS 125 DANC 125

#### **Secondary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Corinna S. Campbell

### **DANC 201 (F) African Dance and Percussion**

**Cross-listings:** AFR 201 DANC 201 MUS 220

#### **Primary Cross-listing**

We will examine two forms that embody continuity of tradition or the impact of societal, political or economic change. Lamban was created by the Djeli, popularly called Griots served many roles in the kingdoms of Ghana and Old Mali from the 12th century to current times. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it is practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. While these forms are enduring cultural practices, Kpanlogo from the modern West African state of Ghana represents the post-colonial identity of this nation's youth and their aspirations for independence at the end of the 1950s. We will also consider the introduction of these forms outside of their origin. This course can be taken for academic and/or PE credit

**Class Format:** class hours will be used to learn and use the dance and music of at least two forms including historical context, a group and individual research project or paper. When possible, our process will include guest artists and field trips to see live performance as well as use of the archives at Jacob's Pillow Dance Festival.

**Requirements/Evaluation:** discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have taken a 100 level dance course of DANC 202; have experience in a campus-based performance ensemble; or have permission of the instructors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 201 (D2) DANC 201 (D1) MUS 220 (D1)

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2022

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

STU Section: 02 Cancelled

### **DANC 202 (S) African Dance and Percussion**

**Cross-listings:** AFR 206 MUS 221 DANC 202

#### **Primary Cross-listing**

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

**Class Format:** class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

**Requirements/Evaluation:** a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and

final projects

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** students who have taken DANC 107 ,108 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 206 (D1) MUS 221 (D1) DANC 202 (D1)

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2023

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

STU Section: 02 Cancelled

### **DANC 203 (S) Intermediate Ballet: Technique, Repertoire, History and Now**

Designed for dancers who have achieved a beginning/intermediate level, in this course students will explore different eras of ballet through the lens of famous ballets, dancers, choreographers and other key figures. In addition to technique classes, corps de ballet (ensemble) sections and/or variations from the chosen ballets will be taught and coached to students. Learning sequences from these ballets is an excellent training tool, as these short dances are technically, musically, dramatically and spatially challenging. Therefore, this is primarily a studio course, although, through readings and viewings, we will also consider whether, how, and why these ballets can be relevant as performance art today. While the course assignments will offer historical context, we'll also take a rigorous look at broader topics in the art form, including some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information--the plot-lines of the ballets we'll be working on--as well as more subtle ideas--famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. ANY student with adequate prior knowledge is welcome to this class! Students will be assessed on their individual progress. This course MAY BE REPEATED for credit.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** quality of participation & individual progress in tech. class, rehearsals and presentations; as well as quality of assign. responses, quizzes, etc.

**Prerequisites:** prior experience in ballet training; permission from instructor required for all students to enroll

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated prior experience

**Expected Class Size:** 7

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers

**Distributions:** (D1)

Not offered current academic year

### **DANC 204 (S) Ballet II Intermediate Technique**

This course is for students who have reached an intermediate level of ballet and are serious about continued progression in their technique and artistry and interested in working with spirit, perseverance, and joy. ANY student with adequate prior knowledge is welcome to this class! Proper alignment and rigorous but safe application of technique are stressed. Classes will follow the traditional ballet class format of barre work proceeding into center work\*; vocabulary, ability and stamina will be built in a safe but challenging atmosphere. Students will be guided to work safely and correctly with their individual abilities. The classes have live piano accompaniment. *NOTE that this course may be taken for partial academic credit or PE credit; partial*

academic credit does NOT go toward the required number of credits for graduation, but does appear on one's final transcript. For PE credit, please register through the PE department.

**Class Format:** Full semester participation, pass/fail or PE credit.

**Requirements/Evaluation:** Robust participation and individual progress with material, technique and deeper understanding of concepts

**Prerequisites:** Ballet I and/or prior experience in ballet, and permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** students who have taken level I, placement class with instructor or permission based on prior training

**Expected Class Size:** 12

**Grading:** pass/fail option only

**Unit Notes:** May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting.

**Materials/Lab Fee:** Ballet class attire, i.e., leotards, tights/leggings, slippers (students should purchase their own clothing); Est. cost: \$75

**Distributions:** No divisional credit

Spring 2023

STU Section: 01 TR 11:20 am - 12:35 pm Janine Parker

### **DANC 205 (F) Modern Rebels: Movement Revolt and Revelation**

"I dance not to entertain but to help people better understand each other." --Pearl Primus This course offers students the opportunity to learn both the embodied practices and historic context of modern dance. Twice a week, students study modern dance technique at the level appropriate for them, as an immersion into the physicality, principles, and aesthetics of the form. Once a week, students attend a seminar together in which we examine a range of artists' voices, such as Doris Humphrey, Charles Weidman, Martha Graham, Pearl Primus, Jose' Limon, Talley Beatty, Jane Dudley and Alvin Ailey, innovative artists whose works arose from both stylistic and thematic concerns in the struggle for artistic freedom and social justice. Modern dance choreographers responded directly to their individual identities, including gender, race, age, etc., and laid the foundation for contemporary dance today. Through readings, viewings, discussion and writing, we will consider these topics and why some artists, and not others, had greater opportunities to advance their art form as a tool for expression, social critique and resistance.

**Class Format:** Instructor will determine which technique level is appropriate for each student. Please contact instructor prior to registration. After contacting the instructor, students will enroll in either Beginning Modern Dance: Section 02 Tuesday/Friday 1:10-2:25 pm (T) OR Intermediate Modern Dance: Section 03 Tuesday/Friday 2:35-3:50 pm (U). Once you enroll in your lab section you will automatically be enrolled in seminar, which meets Weds. 1:10-2pm (X).

**Requirements/Evaluation:** Students will be evaluated based on their work in both technique classes and seminar. Students are evaluated in an ongoing way on their individual progress in technique; they are expected to demonstrate consistent effort and focus in order to support their growth. Students are expected to complete course readings and viewings in order to actively participate in seminar discussions, generate periodic short written responses, and demonstrate an understanding of the foundations of modern dance and its legacy, yesterday and today.

**Prerequisites:** None. Instructor will determine which technique class is the appropriate level for each student. Please contact instructor prior to registration.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given via lottery if over-enrolled

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **DANC 206 (S) Modern Dance II: Intermediate Modern Dance**

This course is designed for students with some experience with dance technique who wish to develop their skills specific to modern dance. Students will learn the physicality, aesthetics, and philosophy of the art form. We will build increased endurance, expanded vocabulary of movement, and will explore more complex use of space, with a focus on musical awareness and longer phrases of movement. Proper body alignment and use of breath,

space, and music are emphasized. Live musical accompaniment will give students the opportunity to approach movement with varied and nuanced sound. Approaches to technique created by various founding figures in modern dance will be introduced where appropriate, in order to recognize the depth of styles and shared concepts at the root of the art form.

**Class Format:** For .5 (P/F) or PE credit, full semester participation required.

**Requirements/Evaluation:** Quality of participation and progress made during the semester with the creative and physical concepts taught. Students will be assessed on their individual progress.

**Prerequisites:** Modern I and /or permission of the instructor; may be repeated for credit. If the student is unsure if their experience in dance provides enough preparation, or is not known by the instructor, they should seek permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Students who have taken Modern I or other department dance courses with technique components, or who have previous study in a dance technique.

**Expected Class Size:** 12

**Grading:** pass/fail option only

**Unit Notes:** May be taken for partial (.5 P/F) academic credit, or PE credit. For PE credit, register through the PE Dept. Students seeking .5 credit, contact instructor for enrollment procedure and assistance.

**Distributions:** No divisional credit

Spring 2023

STU Section: 01 TF 1:10 pm - 2:25 pm Erica Dankmeyer

### **DANC 207 (F) ReReading/Righting Ballet's History: Celebrating BIPOC Figures in Ballet (w/ Ballet Technique)**

**Cross-listings:** AFR 218 DANC 207

#### **Primary Cross-listing**

"What does dance give you?" asked the great African American dancer, teacher, and director Arthur Mitchell: "The freedom to be who you are and do what you want to do." In the ballet world, however, Black, Indigenous, and People of Color have struggled to achieve that "freedom" their white counterparts have enjoyed. In this course students continue their technical/artistic training in ballet while also exploring different topics in past and current ballet history; in Fall 2022, our main focus will be on some of the notable BIPOC figures in the world of ballet, with the history of ballet providing both a timeline and a sociopolitical backdrop against which we can trace and discover the intersectionality that has helped shape the aesthetics of ballet as well as other genres we know today. Though this is primarily a studio course (with twice-weekly ballet technique classes) readings and viewings relevant to our coursework will be assigned; a third weekly meeting will be held for group discussions on those assignments. Alongside broader ballet history texts, the essays and articles by authors such as Brenda Dixon Gottschild and Theresa Ruth Howard will offer keen insights into some of the more specific issues and topics regarding race and diversity in the field of ballet. In addition to informal, written responses to the readings and viewings, Howard's website "Memoirs of Blacks in Ballet" will be an important anchor/springboard for course projects. Howard will be a guest collaborator in this course for Fall '22; in addition to joining us (remotely) for discussions, she will guide us in those projects.

**Class Format:** Students will be placed in either Beginning Ballet, or Intermediate/Advanced Ballet (see prerequisites for more information): ALL students will meet together for a third class meeting/seminar.

**Requirements/Evaluation:** Robust engagement in technique classes and meeting sessions; timely and thoughtful written (informal) responses to assigned readings and viewings; development and presentation of course projects.

**Prerequisites:** Technique for the two levels will be separate. For the beginner level NO prior experience is required. For the int/adv level, students must have at least three yrs of prior ballet training, and instructor's permission.

**Enrollment Limit:** 12

**Enrollment Preferences:** Students who are invested in learning both the physical aspect of ballet technique, as well as its broader history and the specific areas this course is investigating.

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** Ballet class attire (i.e., leotards, tights/leggings, slippers)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 218 (D1) DANC 207 (D1)

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Janine Parker

LAB Section: 02 W 2:10 pm - 3:00 pm Janine Parker

SEM Section: 03 MW 11:00 am - 12:15 pm Janine Parker

LAB Section: 04 W 2:10 pm - 3:00 pm Janine Parker

**DANC 211 (S) Afro-Modern Dance: Theory & Practice (Dunham Technique)**

**Cross-listings:** AFR 219 DANC 211

**Primary Cross-listing**

Modern African diasporic dance creates a conversation between the past and the present; it brings forth memories of the African "homeland" and of the dispersal of African bodies around the world, while simultaneously engaging the current joys, pains, challenges, and cultural growth of Black people. Through movement and rhythm, dancers experience the embodied knowledge of previous generations, while connecting to contemporary cultural, political, and economic realities. Katherine Dunham devoted her life to exploring and exposing the multiple layers and complexities of the African diasporic experience through her ethnographic dance choreographies, her dance technique, her schools, her music, and her writing. Dunham's work as a dance anthropologist, artist, educator, and humanitarian is manifested in Dunham Technique; the technique is a fusion of African diasporic dance, ballet and modern dance, and functions as an embodied medium for cultural communication. The technique is considered "a way of life" as it uses theory and philosophy to engage participants in a holistic experience that is not only physical, but also intellectual, emotional, and spiritual. Through this combination of physicality, history, theory, and philosophy, Dunham Technique is a tool to understand one's inner self and place oneself within a historical and cultural framework. In this course, students will explore the history, theory, and philosophies of Dunham Technique and Katherine Dunham, while actively participating with the technique's movement concepts and vocabulary. Students will engage in the fundamentals of a Dunham Technique movement class through center floor work, barre exercises, progressions, and choreography. The course will combine the studio experience of the physical technique with lectures and discussions. Students will learn about the three theories of Dunham Technique (Form and Function, Intercultural Communication, and Socialization through the Arts) and its three philosophies (Self-Examination, Detachment, and Discrimination) while also learning the history and historical context of the technique and its creator. Students are expected to have experience in modern dance or other dance techniques.

**Class Format:** The course meets in person, twice per week for the full semester. The course includes two main integrated components: physical dance training and lecture/discussion. Students will experience guest artists certified in Dunham Technique.

**Requirements/Evaluation:** Students will be evaluated on the completion of (3) journals, the quality of the final movement assignment, the completion of weekly reading assignments, and their participation during class activities/discussions.

**Prerequisites:** Students who have taken Modern I/DANC 106 or other department dance courses with technique components, or have previous study in Dunham technique.

**Enrollment Limit:** 25

**Enrollment Preferences:** Students with 1-2 years of formal dance training and interested in expanding their knowledge of African diasporic dance and Dunham Technique.

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 219 (D1) DANC 211 (D1)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Saroya Y. Corbett

**DANC 214 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

**Primary Cross-listing**

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

**Class Format:** community-based field work

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

**Not offered current academic year**

**DANC 216 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** ASIA 216 GBST 214 ASST 214 THEA 216 AMST 213 ASIA 214 DANC 216

**Primary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 216 (D1) GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D1) ASIA 214 (D1) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian

and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Not offered current academic year

### **DANC 217 (S) Moving While Black**

**Cross-listings:** COMP 212 DANC 217 AMST 212 AFR 216

#### **Secondary Cross-listing**

Opening your apartment door, driving down the highway, taking a knee, raising a fist, sitting at the lunch counter then or sitting in a café now, these movements have historically and presently prompted fear at a minimum and in the most grave cases death for black people. Whether in the U.S. or globally, moving in the world as a black person often means being perceived as different, foreign and threatening. Crawling, dancing, running and boxing, these movements have countered fear and articulated the beauty, pride, creativity and political resistance of black people. In both cases, black movement matters and means much. While many consider movement to be just organized dance moves, this course expands students' definitions of black movement and teaches them to analyze multiple perceptions, uses, and reactions to it. "Moving while Black" offers examples of physical movement in improvised and practiced performance, quotidian movement, geographical movement across national borders and symbolic, politicized gestures. Students will investigate black movement via interdisciplinary sources that reflect various time periods and locations. Students may analyze such texts as Jacob Lawrence's visual art in *The Migration Series*, the movement of the rumba dance form between Cuba and the Democratic Republic of Congo, the Alvin Ailey American Dance Theater's "Revelations," William Pope.L's choreographed crawls, the 1995 World Rugby Cup in South Africa, and the 2018 case of a Kansas resident arrested while moving into his own home. Additionally, this course features an important practice element, in which students experiment with in-class movement exercises and workshops, engage with dance archives at Jacob's Pillow, interview participants of Kusika, and create and perform their own choreographies. While no previous experience in performance is required, curiosity and openness to learning through one's own body movement is expected.

**Class Format:** classes will rotate throughout the semester between seminar discussions in the classroom and performance exercises in the studio

**Requirements/Evaluation:** multiple reading/viewing responses in a movement journal, an essay closely analyzing movement; a presentation, and multiple movement-based performances including a final project with outside research and a proposal

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 212 (D1) DANC 217 (D2) AMST 212 (D2) AFR 216 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **DANC 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** AMST 226 WGSS 226 THEA 226 DANC 226

#### **Primary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226 (D1) WGSS 226 (D2) THEA 226 (D1) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Not offered current academic year

**DANC 267 (S) Performance Studies: An Introduction (DPE)**

**Cross-listings:** DANC 267 WGSS 267 COMP 267 THEA 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Not offered current academic year

**DANC 285 (S) Lighting Design for Performance**

**Cross-listings:** DANC 285 THEA 285

Secondary Cross-listing

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting design for performance. This course will cover the conceptual methodology for development of a design based in textual analysis and research. We will discuss light as an ephemeral substance and the visual content upon which we incorporate it into the theatrical world. Students will delve into how we use lighting to help to tell a story, influence the audience, and create a world unseen to many. By the end of the course, students will be able to answer the question of 'how do color, form, texture, and motion impact our emotions in everyday life and onstage?' We will explore the various tools that are used to implement such a

design including the use of movement, color, intensity, and texture as compositional and storytelling tools; and the translation of concept into technical drawings and paperwork used to make an artist's design into a reality. The class format will be a combination of lectures, discussions, and studio work.

**Requirements/Evaluation:** Committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple projects of varying scales, focusing on lighting design, considered both individually and when working in tandem. Students are expected to complete hours on the lighting hang, focus and tech of pre-determined department productions and are expected to attend Theater Department productions.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** Up to \$125 for materials and copying charged to term bill.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 285 (D1) THEA 285 (D1)

Not offered current academic year

### **DANC 300 (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm**

**Cross-listings:** DANC 300 WGSS 300

#### **Primary Cross-listing**

To loosely paraphrase the feminist Emma Goldman, "If I can't dance, I don't want to be part of your revolution." Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form-and indeed, there are many more females vying for positions in ballet companies than males-historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information-the plotlines of the ballets-as well as more subtle ideas-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGGS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

**Requirements/Evaluation:** quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

**Prerequisites:** a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated ability and desire to continue rigorous study

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 300 (D1) WGSS 300 (D1)

Not offered current academic year

### **DANC 301 (S) Creative Process in Dance**

This course gives the experienced mover the opportunity to develop a personal creative voice by examining and practicing methods used to make dances. Creating and collaborating will allow us to study dance making as it is being practiced in the current moment. We will focus on theory, methods, and the history of composing dance in various traditions. Students will be asked to identify their own methods and engage in research and regular presentations of their compositions for critical feedback. We will practice giving and receiving feedback designed to support artistic growth by using Liz Lerman's Critical Response Process (CRP). Projects may include solo and group work, site-specific dance making, and creating in collaboration. The class will view works by innovative professional choreographers in various dance genres, both contemporary and historic, such as LaTasha Barnes, Michelle Dorrance, Heddy Malem, Shen Wei, Jawole Willa Jo Zollar, Pina Bausch, Akram Khan, George Balanchine, Eiko and Koma, Martha Graham, Camille A. Brown, and Trisha Brown. We will engage with guest artists in order to examine contemporary choreographic processes and repertoire. To more fully understand the context in which works were created, we will read work by dance scholars such as John O. Perpener, Brenda Dixon Gottschild, Liz Lerman, Deborah Jowitt, Sally Banes, and Susan Leigh Foster. One or two virtual or in person field trips to Jacob's Pillow, MassMoCA, or other locations in the Berkshires will be included.

**Requirements/Evaluation:** Weekly showings of projects, active engagement in feedback sessions and discussion of readings and viewing assignments, written reflections, and final project presentation

**Prerequisites:** Experience with dance/movement practices and by permission of the instructors

**Enrollment Limit:** 10

**Enrollment Preferences:** Students who have an active dance practice, defined as study of technique(s) and the habit of composing dances in a specific genre such as Modern dance, Hip Hop, Ballet, African dance forms, social dance and including a hybrid use of dance vocabularies

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

STU Section: 01 W 1:00 pm - 4:00 pm Sandra L. Burton, Erica Dankmeyer

STU Section: 02 Cancelled

STU Section: 03 Cancelled

### **DANC 302 (F) Moving Words, Wording Dance (DPE) (WS)**

**Cross-listings:** DANC 302 ENGL 335

#### **Primary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Requirements/Evaluation:** Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content, style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Not offered current academic year

### **DANC 304 (F)(S) Ballet III Technique for Intermediate/Advanced Dancers**

Designed for dancers who have achieved intermediate/advanced level of ballet technique, and who are interested in working with spirit, perseverance, and joy. Everyone at the appropriate level is welcome! Class includes barre work, center and traveling exercises that incorporate adage, pirouettes, petit and grand allegro\*. Proper alignment and rigorous but safe application of technique are expected, as is an openness to continuing to develop artistic expression. (Additional pointe work available if applicable and requested.) Students are encouraged to work safely and correctly within their individual abilities so that artistry, musicality and the dynamics in ballet are explored. The classes have live piano accompaniment.

**Class Format:** This class can be repeated and meets for the full semester, twice per week. May be taken for PE (2 credits) or partial academic credit. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting. For FULL academic credit, see DANC 305.

**Requirements/Evaluation:** Robust participation and individual progress with the material, concepts, and technique

**Prerequisites:** minimum of three years prior experience in ballet and/or with permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students who have at least three years experience in ballet; students with prior engagement with Dance Department

**Expected Class Size:** 8

**Grading:** pass/fail option only

**Unit Notes:** May be taken for PE or partial academic credit. If PE, register through the PE dept. Otherwise, students must contact instructors for permission to be put on roster and must attend the first class meeting. For FULL academic credit, see DANC 305.

**Materials/Lab Fee:** Ballet class attire (i.e., leotards, tights/leggings, slippers and/or pointe shoes)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

**Distributions:** No divisional credit

Fall 2022

STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

Spring 2023

STU Section: 01 MW 11:00 am - 12:15 pm Janine Parker

### **DANC 305 (F)(S) Advanced Ballet Technique and Performance**

Designed for intermediate/advanced ballet dancers looking for a vigorous dance experience in which technique classes, rehearsals, and performances are approached with focus and commitment, and in which these integral processes are conducted with creativity, curiosity, and joy. This is entirely a

studio course. Twice a week dancers will have a 75 minute ballet technique class composed of barre and center work (adage, pirouettes, petit allegro, grand allegro); rehearsal, pointe work and/or partnering may be incorporated into some classes or may follow in the 1/2 hour after technique class as applicable. (Please note that pointe work is entirely optional, only for those who desire to continue that aspect of their ballet training.) The 3rd weekly class meeting will consist of a warm-up followed by rehearsal of a new ballet that will be created for the class; material will also be reviewed earlier in the week after technique class. This new ballet will be performed in a formal setting later in the semester, to be determined based on performance scheduling. This course MAY BE REPEATED for general academic credit. ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

**Class Format:** The final for this course will consist of at least two performances, outside the informal studio setting, of the original ballet the students will be learning.

**Requirements/Evaluation:** Quality of participation and progress (throughout the semester) in classes, rehearsals, and performances. Each student will be expected to review/rehearse material on their own, outside of regular classes/rehearsals, in order to come to each meeting prepared and ready to progress.

**Prerequisites:** a minimum of four years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

**Enrollment Limit:** 12

**Enrollment Preferences:** Students with demonstrated ability and desire to work collaboratively, thoughtfully, rigorously

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** Ballet class attire (i.e., leotards, tights/leggings, slippers and/or pointe shoes)--students are responsible for acquiring personal clothing and shoes. Est. cost \$75-150.

**Distributions:** (D1)

Fall 2022

STU Section: 01 MWF 11:00 am - 12:50 pm Janine Parker

STU Section: 02 Cancelled

Spring 2023

STU Section: 01 MWF 11:00 am - 12:50 pm Janine Parker

STU Section: 02 Cancelled

### **DANC 306 (F) Modern Dance III: Intermediate/Advanced Modern Dance**

Designed for students ready to continue developing their modern/contemporary dance skills, this course will focus on the application of movement principles appropriate/essential for building a more advanced dance practice, including improved anatomical awareness and alignment, the integration of complex movement patterns, increased ability to sustain energetic flow, developing a more sophisticated rhythmic awareness, and emphasis on using dance as a form of expression. Live musical accompaniment will challenge students to work closely with nuances of sound in order to further develop their personal musicality. Longer phrases of movement and excerpts from choreography will be taught in order for students to fully embody the art form, deepening their understanding of modern dance performance.

**Class Format:** Studio. This class can be repeated and meets for the full semester, twice per week. May be taken for PE (2 credits, full semester required) or partial academic credit. Students seeking partial academic credit must contact the instructor for enrollment assistance. Partial academic credit does NOT go towards the required # for graduation, but will appear on final transcripts. Students seeking PE credit must register through the PE Dept. For FULL academic credit, see DANC 315.

**Requirements/Evaluation:** Evaluation is based on the quality of participation and progress over the course of the semester with the creative and physical concepts taught. Students will be assessed on their individual progress.

**Prerequisites:** DANC 206: Modern Dance II and/or other department dance courses/ensembles with intermediate technique components, and /or permission of the instructor; may be repeated for credit.

**Enrollment Limit:** 20

**Enrollment Preferences:** Any student with adequate prior training is welcome in this class. Students unsure if their experience in dance provides enough preparation, and/or are unknown to the instructor should contact the instructor before registering.

**Expected Class Size:** 10

**Grading:** pass/fail option only

**Distributions:** (D1)

Fall 2022

STU Section: 01 TF 1:10 pm - 2:25 pm Erica Dankmeyer

### **DANC 315 (F) Modern/Contemporary Dance Technique, Repertory and Performance**

In this studio course, students have the opportunity to embody selected choreographed work(s) through an in- depth rehearsal process, paired with concentrated study of the technique needed to perform them. Students will participate in a culminating performance in a public setting. Learning in a rehearsal setting develops performance skills and awareness of the many components involved in the technical practice and artistry of the performing dancer. The intellectual, physical, and artistic challenges of this endeavor give students the opportunity to relate their work in technique class to a rehearsal setting, and allow them to embody knowledge of the work(s) particular only to dancers who perform them. Students develop artistic self discipline, both in class and in the expected review of material outside of class time. Individual and collaborative learning will contribute to the class community. We will also consider creative choices related to production such as costume, set, and lighting design. Students will maintain individual reflection of their discoveries and experiences via weekly short journal/blog entries (1-2 pages) and/or other methods of choice, such as video clips, visual art impressions, photography, etc. The course may encompass one or both of the following (contact instructor for details each semester): A) Historic Repertory: Students will learn and perform an existing work(s) of historic repertoire, and will experience strategies used in dance reconstruction. Students will also learn the background of the work via archival films, photographs, reviews and other documents. Students will gain a contextual understanding of the work in its time, as well as its significance today. AND/OR B) New Creation: Students will learn and perform an original work created by a faculty or guest artist choreographer. They will experience the creative process both from the inside and outside as dancers in the work, and will also learn directorship skills by serving as rotating rehearsal assistants to the choreographer.

**Class Format:** Each class meeting will include a technique class, followed by a rehearsal.

**Requirements/Evaluation:** Students will be assessed based on their individual progress, working toward their highest technical and artistic ability via active, engaged participation in all elements of the course. Criteria include quality of participation in technique classes, rehearsals, weekly self assessments, and the final showing(s).

**Prerequisites:** Intermediate or advanced dance technique; contact the instructor for more information.

**Enrollment Limit:** 20

**Enrollment Preferences:** Any student with adequate dance experience is welcome in this class.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

STU Section: 01 TF 1:10 pm - 3:50 pm Erica Dankmeyer

STU Section: 02 Cancelled

### **DANC 323 (S) Arts Organizing in Africa and the Diaspora (DPE)**

**Cross-listings:** THEA 321 MUS 323 DANC 323

#### **Secondary Cross-listing**

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex

societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Requirements/Evaluation:** Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

Not offered current academic year

### **DANC 397 (F) Independent Study: Dance**

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa or Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss project prior to submitting the proposal.

**Requirements/Evaluation:** quality of research and presentations

**Prerequisites:** permission of department and minimum of 2-3 years as a student in the department

**Enrollment Limit:** 3

**Enrollment Preferences:** Juniors and seniors who have been or are currently students in Dance Department courses or ensembles

**Expected Class Size:** 1-3

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Sandra L. Burton

### **DANC 398 (S) Independent Study: Dance**

This course is intended for students who are juniors or seniors with continued study in department courses and or participation in Dance Department companies (CoDa, Kusika, Sankofa, Zambezi). Students must propose a project that deepens their learning and creativity. The intention is to support research in a historical period that can include cultural, political and economic impact of dance and other modes of performance. Students must meet with faculty to discuss their project prior to submitting the proposal.

**Requirements/Evaluation:** based on the quality of research and final presentation

**Prerequisites:** permission of the department and a minimum of 2-3 years as a student in the department

**Enrollment Limit:** 3

**Enrollment Preferences:** Juniors or Seniors who have been or are currently enrolled in Dance Department courses or ensembles

**Expected Class Size:** 1-3

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Sandra L. Burton

**Winter Study -----**

**DANC 99 (W) Independent Study: Dance**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Sandra L. Burton

## DIFFERENCE, POWER, AND EQUITY (DPE)

Williams College recognizes that in a diverse and globalized world, the critical examination of difference, power, and equity is an essential part of a liberal arts education. The Difference, Power, and Equity (DPE) requirement provides students with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change. Courses satisfying the DPE requirement include content that encourages students to confront and reflect on the operations of difference, power and equity. They also provide students with critical tools they will need to be responsible agents of change. Employing a variety of pedagogical approaches and theoretical perspectives, DPE courses examine themes including but not limited to race, class, ethnicity, gender, sexuality, and religion.

All students are required to complete at least ONE course that has the DPE designation. Although this course, which may be counted toward the divisional distribution requirement, can be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year. The requirement may be fulfilled with a course taken away from campus, but students wishing to use this option must [petition the Committee on Educational Affairs \(CEA\)](#) upon their return by providing a clear and detailed explanation of how the course taken away from Williams fulfills the DPE requirement.

### **AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

#### **Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

**Secondary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Secondary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the

United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

**AFR 224 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very

political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**AFR 227 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**AFR 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Secondary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

**AFR 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**AFR 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Primary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

**AFR 264 (F) The Bible and Slavery (DPE)**

**Cross-listings:** REL 264 AFR 264

**Secondary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 264 (D2) AFR 264 (D2)

**Difference, Power, and Equity Notes:** This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

**AFR 327 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)**

**Cross-listings:** AFR 327 PHIL 319

**Secondary Cross-listing**

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

**AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**AFR 353 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

**Secondary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)****Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies**Enrollment Limit:** 15**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**AFR 367 (F) Black History is Labor History (DPE) (WS)****Cross-listings:** AFR 367 HIST 367**Secondary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

**AFR 369 (S) African Art and the Western Museum** (DPE) (WS)

**Cross-listings:** AFR 369 ARTH 308

**Secondary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

**AFR 372 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**AFR 381 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is

over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**AFR 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Primary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural

## Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

### **AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)**

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through, rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly reading questions or discussion posts, and series of written assignments (three 3-page papers; and one 5- to 7-page paper)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, and citizenship in the U.S., and in its recognition and analysis of resistance to such inequities.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

### **AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

#### **Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **AMST 125 (F) Introduction to Asian American Studies (DPE)**

Who or what constitutes "Asian American"? Centering this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies. Focusing on foundational texts and cultural production in the field--legal documents, scholarship, film, poetry, and visual and performance art--we will ask who has been included/excluded from this category and trace the shifting constructions of Asian American from the 19th century onward in tandem with other markers of difference, including gender, sexuality, religion, ability, class, and location. Each week, we will study how these constructions have been shaped by ongoing systems of migration, imperialism, settler colonialism, war, racial capitalism, housing, and affirmative action. We will also examine how this term has been fundamentally reimagined and remade. Over the course, we will approach this core question transnationally, hemispherically, and relationally alongside other racial formations.

**Requirements/Evaluation:** weekly readings, class discussions, weekly discussion posts, in-class presentation, midterm paper, and a final paper or creative project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over enrolled: first-year students, AMST majors, or students with demonstrated interest in Asian American studies

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kelly I. Chung

**AMST 146 (F)(S) Introduction to Native American and Indigenous Studies (DPE)**

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

**Requirements/Evaluation:** Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors or first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

**AMST 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**AMST 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**AMST 206 (S) Designer Genes** (DPE)

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify

humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**AMST 233 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233 SOC 230

**Secondary Cross-listing**

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**AMST 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**AMST 252 (S) Im/mobilities (DPE) (WS)**

**Cross-listings:** AMST 252 SOC 252

### Secondary Cross-listing

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

### **AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

### Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

**AMST 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

**AMST 308 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

**AMST 334 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Secondary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**AMST 345 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)****Cross-listings:** AMST 345 GBST 344 AFR 353**Primary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None**Enrollment Limit:** 20**Enrollment Preferences:** American Studies majors and seniors**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)****Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

### Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### AMST 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)

**Cross-listings:** LATS 344 WGSS 361 AMST 361

### Secondary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**AMST 364 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364 WGSS 311

**Secondary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics;

additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 364 (D2) WGSS 311 (D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

**AMST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Primary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**AMST 366 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Secondary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

**AMST 367 (F) Colonialism and the Environment (DPE)**

In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how

scholars have crafted narratives that focus on "nature"--both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference for upper-level (Junior/Senior) students

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

**Attributes:** AMST Space and Place Electives

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Stefan B. Aune

### **AMST 369 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369 WGSS 332

#### **Secondary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 369 (D2) WGSS 332 (D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

**AMST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; *Che Guevara: The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Primary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **AMST 407 (S) Colonialism and Critical Theory (DPE) (WS)**

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

**Prerequisites:** Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST senior major, but anyone with upper-level humanities training welcome

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

**Attributes:** AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Stefan B. Aune

**ANTH 101 (F)(S) How To Be Human (DPE)**

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

**Requirements/Evaluation:** weekly posts in response to readings, two group presentations, several short writing exercises, final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Joel Lee

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

**ANTH 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Primary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**ANTH 240 (S) Work as a Cultural System (DPE)**

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we

are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

**Requirements/Evaluation:** students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Peter Just

**ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness

from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ANTH 301 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Secondary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**ANTH 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer

praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

**ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Primary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in

impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

### **ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

#### **Secondary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

### **ARAB 201 (F) Intermediate Arabic I (DPE) (WS)**

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

**Requirements/Evaluation:** quizzes, tests, homework, and active class participation

**Prerequisites:** ARAB 102 or placement test

**Enrollment Limit:** 14

**Enrollment Preferences:** If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

**Difference, Power, and Equity Notes:** Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

**ARAB 209 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Primary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**ARAB 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222 ARTH 222

**Secondary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** Discussion and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 222 (D1) ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARAB 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Secondary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility

of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

### **ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)**

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

**Requirements/Evaluation:** active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

**Prerequisites:** ARAB 202 or equivalent

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

**Difference, Power, and Equity Notes:** The texts taught in this course will help students understand gender dynamics, power issues and economic crises as well as discursive power in the Maghrebi and Middle Eastern contexts. Additionally, the students will learn about the situation of women and children and understand how discourses of human rights and equality are affected by traditions, cultures, and different particularisms, which students are invited to deconstruct in their writing and discussions.

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

**ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)**

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

**Requirements/Evaluation:** Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Amal Equeiq

**ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)**

**Cross-listings:** ARAB 331 COMP 332

**Primary Cross-listing**

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

**ARAB 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

## Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

## **ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

**Requirements/Evaluation:** Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

**Prerequisites:** 302 or equivalent.

**Enrollment Limit:** 10

**Enrollment Preferences:** Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

**Difference, Power, and Equity Notes:** The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Brahim El Guabli

**ARAB 404 (F) Topics in Contemporary Arab Cultures (DPE) (WS)**

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

**Class Format:** The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

**Requirements/Evaluation:** Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 18

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Fall 2022

SEM Section: 01 Cancelled

**ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)**

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned.

Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

**Requirements/Evaluation:** Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** If course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nicholas R Mangialardi

**ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living

conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**ARTH 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 105

**Primary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

**ARTH 106 (F) An Invitation to World Architecture (DPE)**

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also

actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

**Requirements/Evaluation:** Written evaluative measures: 8 object lab assignments, 6 written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** First-year students have priority, followed by art history majors, sophomores, juniors, and seniors

**Expected Class Size:** 45

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Michelle M. Apotsos

CON Section: 02 W 11:00 am - 12:15 pm Michelle M. Apotsos

CON Section: 03 W 1:10 pm - 2:25 pm Michelle M. Apotsos

CON Section: 04 W 2:35 pm - 3:50 pm Michelle M. Apotsos

**ARTH 206 (S) What is Islamic Art?** (DPE) (WS)

**Cross-listings:** REL 204 ARTH 206

**Primary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was

codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**ARTH 210 (F) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present (DPE)**

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Requirements/Evaluation:** midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if overenrolled, waitlisted students will be selected on a lottery

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

LEC Section: 01 Cancelled

**ARTH 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222 ARTH 222

**Primary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** Discussion and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 222 (D1) ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARTH 246 (F) Museum Culture: Do you see what I see?! (DPE)**

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how "art" figures and what agency it wields in millennial settings. This class is an opportunity to explore these issues with particular reference to museums and the objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual cultures might be presented or distorted in museum exhibitions and public spaces. Particular attention will be given to traditions or people that have been erased or misunderstood over time as art history has evolved as a discipline. Students will look, sketch, photograph and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

**Requirements/Evaluation:** Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomores and majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Primary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have

occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

### **ARTH 322 (F) Cold War Aesthetics (DPE) (WS)**

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

**Requirements/Evaluation:** Active participation, leading discussion, and five four-page writing assignments.

**Prerequisites:** One ARTH course.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to Art History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

**ARTH 390 (F) Art and Representation in the Wake of Empire, Europe After 1945 (DPE)**

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course--postcolony, anticapitalism, imperialism, neocolonialism, and existentialism--particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions--such as Documenta in Germany and the Venice Biennale in Italy--have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a transhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and Studio Art majors, then any interested student

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship--and their differentials of power and movement--are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

**ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)**

**Cross-listings:** ARTH 440 LATS 440

**Primary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

**ARTH 460 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

**Primary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

**ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)**

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

**Requirements/Evaluation:** timely and committed completion of assignments, attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors have priority

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2023

STU Section: 01 T 1:10 pm - 3:50 pm Cecilia Aldarondo

### **ARTS 222 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

#### **Primary Cross-listing**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

### **ARTS 261 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261 ENVI 260

### Secondary Cross-listing

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

### ARTS 314 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)

**Cross-listings:** ARTS 314 ENVI 310

### Primary Cross-listing

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race,

class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

**ARTS 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

**Secondary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ARTS 345 (S) Art in Times of Crisis (DPE)**

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, students will do readings and investigations into art activist case studies from social movements such as Puerto Rican sovereignty, HIV + AIDS, and global climate justice.

**Requirements/Evaluation:** readings, screenings, attendance, participation, and committed completion of assignments

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2023

STU Section: 01 T 7:00 pm - 9:40 pm Friday Org Mtg 5:00 pm - 5:30 pm Cecilia Aldarondo

**ASIA 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 105

**Secondary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

**ASIA 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military

could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

**ASIA 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Secondary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from

the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**ASIA 241 (S) Colonialism and Underdevelopment in South Asia** (DPE) (QFR)

**Cross-listings:** ECON 240 ASIA 241

**Secondary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

**ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)**

**Cross-listings:** ASIA 315 HIST 315

**Secondary Cross-listing**

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines

non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

**Class Format:** This discussion-intensive class requires students to lead several discussion sections during the semester.

**Requirements/Evaluation:** Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 315 (D2) HIST 315 (D2)

**Difference, Power, and Equity Notes:** The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

**BIOL 134 (F) The Tropics: Biology and Social Issues** (DPE)

**Cross-listings:** ENVI 134 BIOL 134

**Primary Cross-listing**

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

**CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Primary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

**CHIN 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Primary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Primary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**COMP 219 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

**Secondary Cross-listing**

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**COMP 223 (S) Japanese Food Culture in a Global Context (DPE)**

**Cross-listings:** JAPN 223 COMP 223

**Secondary Cross-listing**

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

**COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**COMP 234 (F) Saharan Imaginations (DPE) (WS)****Cross-listings:** ARAB 209 ENVI 208 COMP 234**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper**Prerequisites:** none**Enrollment Limit:** 14**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.**Expected Class Size:** 14**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D1) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**COMP 242 (S) Americans Abroad (DPE)****Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242**Primary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual

identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**COMP 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**COMP 260 (F) Francophone Graphic Novels (DPE)**

**Cross-listings:** RLFR 260 COMP 260

**Secondary Cross-listing**

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**COMP 296 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Secondary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 308 (F) Building Francophone Cities: Literature, Art and History (DPE)**

**Cross-listings:** RLFR 307 COMP 308

**Secondary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**COMP 327 (F) Romanticism, Belatedly (DPE)**

**Cross-listings:** ENGL 324 COMP 327

**Secondary Cross-listing**

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique," "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (10 pages), one presentation (15 mins), one final paper (15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 324 (D1) COMP 327 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)**

**Cross-listings:** ARAB 331 COMP 332

### Secondary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

### COMP 350 (S) Separation: An Introduction to Postcolonial Literature (DPE)

**Cross-listings:** ASIA 353 COMP 350 ENGL 352

### Secondary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth- and twentieth-century works dealing with experiences of love, ecstasy, migrancy, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 353 (D1) COMP 350 (D1) ENGL 352 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 361 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Primary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

**Secondary Cross-listing**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

### **DANC 125 (S) Music and Social Dance in Latin America (DPE)**

**Cross-listings:** MUS 125 DANC 125

#### **Secondary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023

**ECON 105 (F) Gender in the Global Economy (DPE)**

**Cross-listings:** WGSS 211 ECON 105

**Secondary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich

**ECON 204 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

**Primary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

**ECON 218 (S) Capital and Coercion (DPE) (WS)**

**Cross-listings:** GBST 218 ECON 218

**Primary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

**Enrollment Limit:** 19

**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

**ECON 240 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

**Primary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing

contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ECON 257 (S) The Economics of Race (DPE)**

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

**Requirements/Evaluation:** exams, short written responses, problem sets, participation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** First- and second-year students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Owen Thompson

### **ECON 507 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

### Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

**ENGL 105 (F)(S) American Girlhoods** (DPE) (WS)

**Cross-listings:** WGSS 105 ENGL 105

### Primary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**ENGL 109 (S) Narrating Change (DPE) (WS)**

How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the other hand, if change does not cause such a transformation in the self, then how is it experienced? In this class we will read novels (Virginia Woolf, Chinua Achebe, Nadine Gordimer), historical narrative (W.E.B. Dubois), critical-theoretical essays (Angela Davis), and philosophy of science (Thomas Kuhn), to examine the ways human beings fashion to work through, think about, and represent change.

**Requirements/Evaluation:** Two contextualization essays (4-page), one precis (3-page), one proposal (1-page), and one essay (10-page)

**Prerequisites:** no prerequisites

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

**Difference, Power, and Equity Notes:** Almost all readings for this class require sustained engagement with questions of power, identity, and socioeconomic inequality.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

**ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Primary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**ENGL 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

**Primary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**ENGL 231 (F)(S) Literature of the Sea (DPE)****Cross-listings:** MAST 231 ENGL 231**Secondary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment**Prerequisites:** N/A**Enrollment Limit:** 25**Enrollment Preferences:** Williams-Mystic Students only**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Unit Notes:** offered only at Mystic Seaport**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

**ENGL 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)****Cross-listings:** LATS 232 ENGL 232**Secondary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 232 (D2) ENGL 232 (D2)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

**ENGL 250 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**ENGL 252 (F) Ficciones: A Course on Fiction (DPE)**

**Cross-listings:** ENGL 252 LATS 222

**Secondary Cross-listing**

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

**ENGL 268 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**ENGL 279 (F) Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams (DPE) (WS)**

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths. This focus highlights the significant contributions Chicanx voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject's political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture--from the city to the campo to the cultural in-between of the border.

**Requirements/Evaluation:** Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an in-class presentation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Sophomores considering the English major, but juniors and seniors are also welcome.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

**Difference, Power, and Equity Notes:** This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

**ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory

and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

### **ENGL 311 (S) Trans-American Modernisms: Latin America, the Caribbean, and the Black and Latinx U.S. (DPE)**

What would it mean to rethink Modernism through a hemispheric-American lens? This course aims to broaden your perspective of what "Modernism" (as it is known in the Anglophone world) is and/or could be. Our approach assumes that the history of Modernism as a global literary movement made up of divergent though related literatures is yet to be written. It also seeks to resituate our understanding of Latinx literature within the geo-social space of the U.S. South and the Global South, treating "Latinx" as a hemispheric project while facilitating cross-disciplinary conversation between African American Studies, Latin American Studies, and American Studies. We'll begin by reading contemporary literary theory to introduce a global perspective to the study of modernist movements. Thereafter we'll turn to study Modernism's major nineteenth-century precursor poets of the Americas (Whitman, Dickinson, Martí, and Darío) to articulate key questions about modernist innovation and what it means for the poets and artists of the geo-social peripheries to participate in, repudiate, or be excluded from *l'esprit nouveau* of modernist and avant-garde movements. We will examine what George Yúdice calls the "double bind" situation of the Latin American artist (either be Europe's double or its Other), as we survey early to mid twentieth-century Latin American and Caribbean responses to European Surrealism. From there we will move to consider the trans-American dialogue between Langston Hughes, Nicolás Guillén, and Federico García Lorca (whose *Poeta en Nueva York* recounts the poet's journey from Black Harlem to Cuba). Finally, we will zero in on the early to mid twentieth-century Black and Latinx experiences of modernism/modernity in the U.S. while also attending to where questions of race, class, and gender/sexuality emerge in the canon of Anglo-American Modernism.

**Requirements/Evaluation:** Active participation in in-class and online discussion, two close-reading papers (5 pages each), contributions to course blog, and a final 8-10 page research paper.

**Prerequisites:** A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, but non-majors with a strong interest in the subject are welcome.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout U.S. and Latin American history. The course emphasizes the experiences of colonization and U.S. imperialism in Latin America, those of social conflict in border regions throughout the U.S., and African-American experiences of racial injustice.

**Attributes:** ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

### **ENGL 320 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

#### **Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

### **ENGL 324 (F) Romanticism, Belatedly (DPE)**

**Cross-listings:** ENGL 324 COMP 327

#### **Primary Cross-listing**

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique", "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (10 pages), one presentation (15 mins), one final paper (15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 324 (D1) COMP 327 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**ENGL 341 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

**Primary Cross-listing**

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam,

or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 341 (D1) WGSS 342 (D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

**ENGL 352 (S) Separation: An Introduction to Postcolonial Literature** (DPE)

**Cross-listings:** ASIA 353 COMP 350 ENGL 352

**Primary Cross-listing**

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth- and twentieth-century works dealing with experiences of love, ecstasy, migrancy, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 353 (D1) COMP 350 (D1) ENGL 352 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

## ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

**Cross-listings:** ENVI 134 BIOL 134

### Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

## ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)

**Cross-listings:** ENVI 201 GEOS 207

### Secondary Cross-listing

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

**ENVI 202 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

**Secondary Cross-listing**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

**ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)****Cross-listings:** ENVI 204 GBST 233 AFR 233**Secondary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

**ENVI 208 (F) Saharan Imaginations (DPE) (WS)****Cross-listings:** ARAB 209 ENVI 208 COMP 234**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ENVI 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Primary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

## ENVI 234 (S) Global Poverty and Economic Development (DPE)

**Cross-listings:** ENVI 234 ECON 204 ECON 507

### Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

## ENVI 260 (F) Design and Environmental Justice (DPE)

**Cross-listings:** ARTS 261 ENVI 260

### Primary Cross-listing

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from

an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ENVI 297 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

**Primary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

**ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**ENVI 310 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

**Secondary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

**ENVI 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

**Primary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ENVI 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research

Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**ENVI 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze '*geographies of Black struggle*', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**GBST 101 (F) Religion, Politics, and Society: A Global Perspective (DPE)****Cross-listings:** REL 126 GBST 101 PSCI 126**Primary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.**Prerequisites:** none**Enrollment Limit:** 35**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors**Expected Class Size:** 25**Grading:** no pass/fail option, yes fifth course option**Unit Notes:** Core course for GBST**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**GBST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)****Cross-listings:** AFR 104 HIST 104 GBST 104**Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**GBST 203 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)****Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference**Expected Class Size:** 15-20**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**GBST 218 (S) Capital and Coercion (DPE) (WS)****Cross-listings:** GBST 218 ECON 218**Secondary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.**Prerequisites:** Econ 110**Enrollment Limit:** 19**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

**GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**GBST 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

**GBST 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**GBST 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Secondary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

**GBST 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day.

Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Primary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Secondary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**GBST 262 (S) Paper Trails (DPE)**

**Cross-listings:** GBST 262 SOC 262 STS 262

**Secondary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**GBST 287 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

**Secondary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development,

extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

**GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**GBST 321 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

**Secondary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are

classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

**GBST 335 (F) Nowheres** (DPE)

**Cross-listings:** GBST 335 SOC 335

**Secondary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the

criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**GBST 344 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

**Secondary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**GBST 358 (F) Religion and Law (DPE)**

**Cross-listings:** GBST 358 REL 358

**Secondary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

**GBST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

### Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

### **GBST 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

### Secondary Cross-listing

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical

circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**GBST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardtsson

**GBST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as

well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

### **GEOS 207 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Primary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to

knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security + Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

**HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

**Primary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**HIST 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

**Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will

evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

### **HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany (DPE) (WS)**

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

**Requirements/Evaluation:** Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

**Difference, Power, and Equity Notes:** This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially

different: the peoples of the 'Third World' and West Germany's Turkish migrants.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Charlotte A. Kiechel

**HIST 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

**Primary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been

African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

**HIST 202 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

### **HIST 204 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

#### **Primary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

### **HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

#### **Primary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain

sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

### **HIST 255 (F) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)**

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; urban relocation policy and experiences; Red Power activism and Indigenous internationalism; treaty rights activism and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast--Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

**Requirements/Evaluation:** class discussion, reading responses, short analytic essays, archival/object analysis, final essay/project

**Prerequisites:** Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and American Studies majors; then first- and second-year students from any major

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 Cancelled

**HIST 276 (S) Stockbridge-Munsee Mohican Community Histories, Presents, and Futures (DPE)**

The ancestral and continuing homelands of the Stockbridge-Munsee Mohican Community (SMC) are where Williams College is located, a fact that the institution formally recognized in Fall 2021 through a land acknowledgment. This was one step toward building more meaningful relations between the College and the sovereign tribal nation, which has been displaced through violent, painful processes directly shaped by the Williams family, while also maintaining enduring relations with these homelands. This course addresses needs to continue work of learning and repair by "educating beyond the land acknowledgment." It centers SMC experiences, knowledge, and goals, and provides space for students to work on projects directly meaningful for the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.

**Requirements/Evaluation:** The focus of this seminar is experiential, collaborative, and community-based learning and project work. Seminar meetings will include discussion of readings/multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members' active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

**Prerequisites:** Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course over-enrolls, first- and second-year students will have preference.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

**HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Primary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We

will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**HIST 315 (F) Minorities and the State in Modern East Asia (DPE)**

**Cross-listings:** ASIA 315 HIST 315

**Primary Cross-listing**

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

**Class Format:** This discussion-intensive class requires students to lead several discussion sections during the semester.

**Requirements/Evaluation:** Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 315 (D2) HIST 315 (D2)

**Difference, Power, and Equity Notes:** The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

**Attributes:** HIST Group B Electives - Asia

Fall 2022

**HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

**Primary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

**HIST 340 (F) Anticolonial Europe: A History of Transnational Solidarity (DPE)**

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

**Requirements/Evaluation:** Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

LEC Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

### **HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 22-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

### **HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

**HIST 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

**Primary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all

of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

### **HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

#### **Primary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

## **HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

### **Primary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

## **HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

### **Primary Cross-listing**

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

**HIST 433 (F) Colonialism and the Jews** (DPE) (WS)

**Cross-listings:** JWST 433 HIST 433

**Primary Cross-listing**

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will be graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and

post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

**HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

**Secondary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

**HIST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**HIST 492 (S) Making Race in Early Modern Europe (DPE)**

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

**Requirements/Evaluation:** Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

**Prerequisites:** 200- or 300-level History classes

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and seniors; History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Spring 2023

TUT Section: T1 TBA Alexander Bevilacqua

**INTR 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Primary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**INTR 320 (S) The Impact of Black Panther Party Intellectuals on Political Theory** (DPE) (WS)

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Primary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in

discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**INTR 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Primary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**JAPN 223 (S) Japanese Food Culture in a Global Context (DPE)**

**Cross-listings:** JAPN 223 COMP 223

**Primary Cross-listing**

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

**JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

**Secondary Cross-listing**

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

**JWST 433 (F) Colonialism and the Jews (DPE) (WS)**

**Cross-listings:** JWST 433 HIST 433

**Secondary Cross-listing**

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates" ; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will be graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

**LATS 222 (F) Ficciones: A Course on Fiction (DPE)**

**Cross-listings:** ENGL 252 LATS 222

**Primary Cross-listing**

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

**LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)**

**Cross-listings:** LATS 232 ENGL 232

**Primary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 232 (D2) ENGL 232 (D2)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

**LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)**

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

**LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**LATS 344 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

**Primary Cross-listing**

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

**Secondary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to

address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

### **LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)**

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

**Requirements/Evaluation:** Assignments and in-class exercises; attendance; participation; peer review

**Prerequisites:** n/a

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

**Difference, Power, and Equity Notes:** This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

**Attributes:** LATS 400-level Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

**LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America** (DPE) (WS)

**Cross-listings:** ARTH 440 LATS 440

**Secondary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

**LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**LEAD 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

**LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

**Secondary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

**LEAD 319 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

### **LEAD 324 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

#### **Secondary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

**MAST 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 231

**Primary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

**MAST 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including

labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

**MATH 308 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

### **MUS 111 (F) Music in Global Circulation (DPE)**

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

**Requirements/Evaluation:** class attendance and participation, regular short assignments/study questions, three 5-7 page written assignments, and an 8-10 page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Music, upperclassmen.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

**Attributes:** MUS World Music/Ethnomusicology

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Corinna S. Campbell

### **MUS 125 (S) Music and Social Dance in Latin America (DPE)**

**Cross-listings:** MUS 125 DANC 125

#### **Primary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is

not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Corinna S. Campbell

### **MUS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** WGSS 177 MUS 177

#### **Primary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177 (D1) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

**MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)**

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

**Requirements/Evaluation:** Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Upperclass students and music majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

**Attributes:** AMST Arts in Context Electives MUS World Music/Ethnomusicology

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

**MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**MUS 316 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Primary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

**PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)**

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds

from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have *meanings*. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

**Requirements/Evaluation:** Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to first year students and philosophy majors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

**Difference, Power, and Equity Notes:** This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

### **PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)**

**Cross-listings:** AFR 327 PHIL 319

#### **Primary Cross-listing**

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

**PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Primary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**PHIL 326 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** WGSS 336 PHIL 326

**Primary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

### **PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)**

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read *The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics* by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

**Requirements/Evaluation:** Tutorial papers and rewrites

**Prerequisites:** At least three PHIL courses, including at least one in moral philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, seniors, juniors in that order

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

**Difference, Power, and Equity Notes:** Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

**Attributes:** PHIL Contemporary Value Theory Courses

Fall 2022

TUT Section: T1 TBA Steven B. Gerrard

**PHLH 201 (S) Dimensions of Public Health (DPE)**

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.

**Requirements/Evaluation:** two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** No divisional credit (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

**Attributes:** PHLH Core Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

SEM Section: 02 W 1:10 pm - 3:50 pm Marion Min-Barron

**PHLH 351 (F) Racism in Public Health (DPE)**

In the face of a global pandemic and increased police brutality, states and counties across the nation have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial will most likely elicit uncomfortable and hard conversations about race and requires an openness to self-reflection and the practice of listening and articulation.

**Requirements/Evaluation:** bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

**Prerequisites:** PHLH 201

**Enrollment Limit:** 10

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

**Attributes:** PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Marion Min-Barron

**PSCI 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, to be selected randomly from list of those enrolled.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing

refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Cheryl Shanks

**PSCI 220 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**PSCI 221 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*, *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**PSCI 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Primary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

**PSCI 244 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Secondary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how

difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

**PSCI 319 (F)(S) Marine Policy** (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**PSCI 322 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

**Primary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

**PSCI 376 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**PSCI 379 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

### **PSYC 349 (S) Psychology and Law (DPE)**

This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, personality, cognitive, and developmental psychology, we will look critically at the processes of criminal justice. We will compare the law's informal theories of human behavior with what psychologists know on the basis of empirical studies. We will cover a number of contemporary topics including police-civilian interactions, custodial interrogations, false confessions and guilty pleas, forensic evidence, deception detection, eyewitness identifications, alibi generation and corroboration, repressed and recovered memories, and jury selection and decision-making. We will also discuss methodological issues associated with conducting research in psychology and law. In the laboratory component of the course, students will design and conduct their own empirical research projects based on course readings and topics. These semester-long projects will be conducted collaboratively in pairs or teams.

**Class Format:** empirical lab course

**Requirements/Evaluation:** attendance and active class participation, several brief (1-2 page) reading response papers, (2-3) class presentations, written/oral project proposal (4-5 pages), participation empirical project (experiment design, data collection, data visualization, data analysis, interpretation), final APA-style research paper (15-20 pages), oral presentation of the research project

**Prerequisites:** PSYC 201 and either PSYC 242 or PSYC 221

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**Difference, Power, and Equity Notes:** We will explore the differing dynamics of power between legal actors and consider the psychological and structural factors that contribute to vulnerability, coercion, and inequality in the justice system. Through discussions of race, age, body, gender, disability, and stigmatized identities, this course will encourage students to challenge assumptions of objectivity and fairness in our legal system.

**Attributes:** JLST Interdepartmental Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Stephanie A. Cardenas

LAB Section: 02 R 1:00 pm - 4:00 pm Stephanie A. Cardenas

### **REL 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

#### **Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and

society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**REL 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Primary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in

the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**REL 204 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Secondary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**REL 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Primary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Primary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

**REL 247 (S) Anti-Muslim Racism: A Global Perspective (DPE)****Cross-listings:** PSCI 244 GBST 243 REL 247**Secondary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.**Prerequisites:** none**Enrollment Limit:** 25**Enrollment Preferences:** Global Studies concentrators and Religion majors**Expected Class Size:** 20**Grading:** no pass/fail option, yes fifth course option**Unit Notes:** Also qualifies for the GBST Urbanizing World track**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

**REL 264 (F) The Bible and Slavery (DPE)****Cross-listings:** REL 264 AFR 264**Primary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper**Prerequisites:** none, although a previous course on religion is recommended**Enrollment Limit:** 15**Enrollment Preferences:** Religion majors or at least one course in Religion**Expected Class Size:** 15**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 264 (D2) AFR 264 (D2)

**Difference, Power, and Equity Notes:** This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Primary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**REL 295 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be

known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

**REL 358 (F) Religion and Law (DPE)**

**Cross-listings:** GBST 358 REL 358

**Primary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

**RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Requirements/Evaluation:** active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** RLFR 101-102 is a year-long course; credit granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Kathryn E Levine

**RLFR 107 (S) Advanced French: Formation and Transformation (DPE)**

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of *formation* (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own *formation*, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

**Requirements/Evaluation:** One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

**Prerequisites:** Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Spring 2023

SEM Section: 01 MWF 12:00 pm - 12:50 pm Kathryn E Levine

**RLFR 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216 WGSS 216

**Primary Cross-listing**

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France.

Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

**Primary Cross-listing**

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**RLFR 260 (F) Francophone Graphic Novels** (DPE)

**Cross-listings:** RLFR 260 COMP 260

**Primary Cross-listing**

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**RLFR 307 (F) Building Francophone Cities: Literature, Art and History** (DPE)

**Cross-listings:** RLFR 307 COMP 308

**Primary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

### **RLFR 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

#### **Primary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

**Primary Cross-listing**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

**RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)**

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

**Prerequisites:** RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

**RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)**

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

**RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)**

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

**Requirements/Evaluation:** Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

**Prerequisites:** Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Senior Spanish majors, then other interested students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Jennifer L. French

**RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Primary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

## Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

## **SOC 101 (F)(S) Invitation to Sociology (DPE)**

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

**Requirements/Evaluation:** Thoughtful and consistent participation, reading responses, and a final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the social construction of identities, and how these differences manifest unequally in institutions. To familiarize themselves with the practice of sociology, students will sketch a research program that looks beyond individual-level explanations to address a social phenomena or social problem of interest.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Ben Snyder

LEC Section: 02 MR 2:35 pm - 3:50 pm Phi H. Su

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Olga Shevchenko

**SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Primary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

**SOC 230 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233 SOC 230

**Primary Cross-listing**

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**SOC 252 (S) Im/mobilities (DPE) (WS)**

**Cross-listings:** AMST 252 SOC 252

**Primary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

**SOC 262 (S) Paper Trails (DPE)**

**Cross-listings:** GBST 262 SOC 262 STS 262

**Primary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

**SOC 335 (F) Nowheres (DPE)**

**Cross-listings:** GBST 335 SOC 335

**Primary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Primary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in

rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

### **SOC 380 (S) Who Cares? (DPE)**

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; child welfare and foster care; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

**Requirements/Evaluation:** thoughtful and consistent class participation; weekly journal entries (1-2 pages each); collaboratively designed experiential learning project; and a final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2023

**STS 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusal annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Secondary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with

new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

### **STS 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Secondary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

**STS 262 (S) Paper Trails (DPE)****Cross-listings:** GBST 262 SOC 262 STS 262**Secondary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)****Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion**Prerequisites:** A prior class or some experience with meditation is recommended**Enrollment Limit:** 10**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors**Expected Class Size:** 10**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**STS 370 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

**STS 413 (S) Feminist Technoscience** (DPE)

**Cross-listings:** WGSS 413 STS 413

**Primary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final

essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Spring 2023

SEM Section: 01 Cancelled

**THEA 301 (S) Performing Archives: From Research to Adaptation (DPE)**

This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre. What is an archive? What is a repertoire? How does embodied knowledge get acquired, stored, and transferred over time? Who owns, or curates, the artistic remnants and shared traditions of the past? Practicing the skills of a dramaturg and performance historian, students will engage with the archives and repertoires of global theatre and performance, learning how to access, research, interpret, and gain deeper understandings of the artistic past. Then, examining how select historical sources and materials been taken up--adapted, appropriated, recycled, or re-appropriated--by contemporary artists, students will themselves work towards the creation, development, and performance of their own artistic approaches to the historical archive. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they have been shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** This class is a combined studio/seminar. Students will be required to present and share their creative responses to the material studied in the course.

**Requirements/Evaluation:** active participation in class; a midterm creative adaptation project and accompanying "dramaturgy casebook"; participation as discussion leader for one class; a final creative adaptation or performance project and accompanying "dramaturgy casebook."

**Prerequisites:** Theatre 101 or 201, or by written permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the dominant sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Spring 2023

STU Section: 01 T 11:20 am - 12:35 pm R 11:20 am - 12:50 pm Amy S. Holzapfel

## **THEA 304 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

### **Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

## **THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

### **Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**THEA 402 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies** (DPE) (WS)

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for

developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** Mix of lectures and seminars

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Kiaran Honderich

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Marshall Green

**WGSS 105 (F)(S) American Girlhoods** (DPE) (WS)

**Cross-listings:** WGSS 105 ENGL 105

**Secondary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class

time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

### **WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

#### **Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**WGSS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** WGSS 177 MUS 177

**Secondary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177 (D1) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

**WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)**

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

**Class Format:** discussion

**Requirements/Evaluation:** Class participation, on-line discussion forum, two papers of around 5-7 pages.

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

**Attributes:** AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

**WGSS 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Primary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**WGSS 211 (F) Gender in the Global Economy (DPE)**

**Cross-listings:** WGSS 211 ECON 105

**Primary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich

**WGSS 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216 WGSS 216

**Secondary Cross-listing**

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors;

and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Secondary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

**WGSS 301 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Primary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**WGSS 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Primary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

### **WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)**

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

**Requirements/Evaluation:** One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

### **WGSS 311 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364 WGSS 311

#### **Primary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the

institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 364 (D2) WGSS 311 (D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

**WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Secondary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle

are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions

of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

**WGSS 332 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369 WGSS 332

**Primary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 369 (D2) WGSS 332 (D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

**WGSS 336 (S) Foucault Now** (DPE) (WS)

**Cross-listings:** WGSS 336 PHIL 326

**Secondary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

### **WGSS 342 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

#### **Secondary Cross-listing**

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism--and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 341 (D1) WGSS 342 (D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

### **WGSS 345 (F) The Pedagogy of Liberation (DPE)**

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

**Requirements/Evaluation:** Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and

reflection, one-on-one discussions

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to WGSS majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

### **WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

#### **Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **WGSS 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

#### **Secondary Cross-listing**

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**WGSS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

**WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

**WGSS 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**WGSS 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **WGSS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

#### **Secondary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Spring 2023

SEM Section: 01 Cancelled

## **Difference, Power, and Equity**

### **AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

#### **Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

### **AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

#### **Secondary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights

unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Secondary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

**AFR 224 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**AFR 227 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to

decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**AFR 231 (S) Africa and the Anthropocene** (DPE)

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Secondary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

**AFR 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**AFR 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Primary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project

tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

### **AFR 264 (F) The Bible and Slavery (DPE)**

**Cross-listings:** REL 264 AFR 264

**Secondary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 264 (D2) AFR 264 (D2)

**Difference, Power, and Equity Notes:** This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

### **AFR 327 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)**

**Cross-listings:** AFR 327 PHIL 319

**Secondary Cross-listing**

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be

unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

**AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial,

gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AFR 335 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**AFR 353 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

**Secondary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the

different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**AFR 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**AFR 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

**Secondary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial

and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

**AFR 369 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Secondary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

**AFR 372 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively

compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**AFR 381 (F) Media and Society in Africa** (DPE) (WS)

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However,

media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**AFR 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Primary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze '*geographies of Black struggle*', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**AMST 101 (F)(S) America: The Nation and Its Discontents (DPE)**

This course introduces students to the capacious and extraordinarily varied interdisciplinary field of American Studies. First institutionalized in the mid-twentieth century, American Studies once bridged literature and history in an attempt to discover a singular American identity. Over 80 years later, many American Studies scholars reject this exceptionalizing rhetoric, working instead to understand how genocide, enslavement, colonization, and militarism/war are foundational to the formation of the U.S. nation-state, and how marginalized and minoritized peoples have survived through,

rebelled against, and created new visions for collectivity, relationality, and community. In this course, students will be introduced to the dynamic ways American Studies work links to ethnic studies; women, gender, and sexuality studies; literary studies, political science; critical geography; critical media studies; disability studies; history; anthropology; sociology; art; and more. We will anchor this array of approaches by examining beliefs, practices, places, and migrations that have shaped and been shaped by the U.S., and we will pay particular attention to the people who labor for, have been racialized by, and who think critically about "America." Through close reading; discussions; and analyses of music, art, and film, we will collectively reckon with the questions of who and what makes "America" -- hemispherically, transnationally, globally. In the process, students will be encouraged to co-create a learning experience rooted in praxis, political consciousness, intersectionality, and mutual support.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly reading questions or discussion posts, and series of written assignments (three 3-page papers; and one 5- to 7-page paper)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement in its constant interrogation of historical patterns of unequal access to power, wealth, and citizenship in the U.S., and in its recognition and analysis of resistance to such inequities.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

### **AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

#### **Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **AMST 125 (F) Introduction to Asian American Studies (DPE)**

Who or what constitutes "Asian American"? Centering this provocation, this course offers an introductory survey of the interdisciplinary field of Asian American Studies. Focusing on foundational texts and cultural production in the field--legal documents, scholarship, film, poetry, and visual and performance art--we will ask who has been included/excluded from this category and trace the shifting constructions of Asian American from the 19th century onward in tandem with other markers of difference, including gender, sexuality, religion, ability, class, and location. Each week, we will study how these constructions have been shaped by ongoing systems of migration, imperialism, settler colonialism, war, racial capitalism, housing, and affirmative action. We will also examine how this term has been fundamentally reimagined and remade. Over the course, we will approach this core question transnationally, hemispherically, and relationally alongside other racial formations.

**Requirements/Evaluation:** weekly readings, class discussions, weekly discussion posts, in-class presentation, midterm paper, and a final paper or creative project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If over enrolled: first-year students, AMST majors, or students with demonstrated interest in Asian American studies

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines "Asian" and Asian American" as categories of racial difference constructed through various structures of power. Students in the course are asked to unpack how constructions of this difference have changed over time and produced uneven power relations and access to resources.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kelly I. Chung

### **AMST 146 (F)(S) Introduction to Native American and Indigenous Studies (DPE)**

Consider just the last few years... during the 2016 presidential campaign then-candidate Donald Trump called Senator Elizabeth Warren "Pocahontas," a disparaging reference to Warren's claim to Native American heritage. In 2017, Los Angeles became the largest US city to rename "Columbus Day" to "Indigenous Peoples Day." Indigenous-led resistance to oil pipelines continues in multiple locations, and in 2022 Washington DC's professional football team abandoned their old name, a racial slur for Native Americans, rebranding as the Washington Commanders. Struggles in Indian Country over politics, natural resources, and representation have become increasingly visible. This course will prepare students to better understand contemporary indigenous issues. Course content will actively work against the myth that Native American history ended in 1890 with the end of militant Native resistance to US expansion. Instead, we will ask: Who are indigenous peoples? How is their status and identity determined? How do Indian nations sit within and in relation to state and federal governments? What are the pressing issues of the present moment? What are the

histories that make sense of those issues? How do we explain that curious American urge to claim "Indian blood" and to create novels and films about Indians? Course topics will include colonialism, tribal sovereignty, Native American art, literature, and culture, activism and "Red Power," struggles over natural resources, gender and sexuality, representations of indigenous people in popular culture, and more. This course offers a broad introductory survey of these and other issues as it explores the development and current state of the interdisciplinary field known as Native and Indigenous Studies.

**Requirements/Evaluation:** Assignments will include weekly discussion, responses to assigned readings, short papers, and essay exams for the midterm and final.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors or first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on race, indigeneity, and the ongoing forms of colonialism that infringe on the sovereignty of indigenous nations. Students in the course are asked to explore how difference, power, and inequality have shaped the history of the United States and other settler-colonies.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Stefan B. Aune

**AMST 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**AMST 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*, and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**AMST 206 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**AMST 233 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233 SOC 230

**Secondary Cross-listing**

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**AMST 242 (S) Americans Abroad (DPE)****Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**AMST 252 (S) Im/mobilities (DPE) (WS)****Cross-listings:** AMST 252 SOC 252**Secondary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class

presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**AMST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

**Secondary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into

methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

**AMST 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

**AMST 308 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**AMST 310 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This

course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

**AMST 334 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Secondary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**AMST 345 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

**Primary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the

epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**AMST 358 (S) Performing Masculinity in Global Popular Culture** (DPE)

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**AMST 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

**Secondary Cross-listing**

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

## **AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

### **Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

## **AMST 364 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364 WGSS 311

### **Secondary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 364 (D2) WGSS 311 (D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

**AMST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Primary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**AMST 366 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Secondary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

**AMST 367 (F) Colonialism and the Environment (DPE)**

In this course students will explore the intersections of environmental history and the history of colonialism in the United States. We will examine how scholars have crafted narratives that focus on "nature"--both as a cultural concept and as a set of biological processes and systems. Readings and assignments will analyze the ways in which these different "natures" have acted as both agents and objects of historical change. We will pay particular attention to how different environments were impacted by the Euro-American conquest of indigenous homelands. Course topics will include (but are not limited to) European settlement in New England, the North American fur trade, US continental expansion and the destruction of the bison, the transcontinental railroad, the creation of the National Park system, Native American environmental activism, and paramilitary responses to struggles over natural resources (such as the Dakota Access Pipeline protests).

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, short papers, and a semester-long research project.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference for upper-level (Junior/Senior) students

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on race, colonialism, and the inequalities that can result from ecological changes that impact how communities live and interact with the natural world. Students in the course are asked to explore how difference, power, and inequality have shaped the environmental history of the United States.

**Attributes:** AMST Space and Place Electives

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Stefan B. Aune

**AMST 369 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369 WGSS 332

**Secondary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 369 (D2) WGSS 332 (D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

**AMST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa.

Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Primary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AMST 407 (S) Colonialism and Critical Theory (DPE) (WS)**

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

**Prerequisites:** Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST senior major, but anyone with upper-level humanities training welcome

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

**Attributes:** AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Stefan B. Aune

**ANTH 101 (F)(S) How To Be Human (DPE)**

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

**Requirements/Evaluation:** weekly posts in response to readings, two group presentations, several short writing exercises, final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Joel Lee

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

**ANTH 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Primary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**ANTH 240 (S) Work as a Cultural System (DPE)**

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

**Requirements/Evaluation:** students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Peter Just

**ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ANTH 301 (F) Sexual Economies** (DPE)

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Secondary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates

about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**ANTH 305 (F) The Gay Menagerie: Gay Male Subcultures** (DPE)

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms.

It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

**ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Primary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 02 Cancelled

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

**ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

## Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

## **ARAB 201 (F) Intermediate Arabic I (DPE) (WS)**

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

**Requirements/Evaluation:** quizzes, tests, homework, and active class participation

**Prerequisites:** ARAB 102 or placement test

**Enrollment Limit:** 14

**Enrollment Preferences:** If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

**Difference, Power, and Equity Notes:** Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

**ARAB 209 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Primary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**ARAB 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222 ARTH 222

**Secondary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** Discussion and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 222 (D1) ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

**Attributes:** ARTH post-1800 Courses

Spring 2023

**ARAB 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**ARAB 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Secondary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

### **ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)**

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

**Requirements/Evaluation:** active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

**Prerequisites:** ARAB 202 or equivalent

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

**Difference, Power, and Equity Notes:** The texts taught in this course will help students understand gender dynamics, power issues and economic crises as well as discursive power in the Maghrebi and Middle Eastern contexts. Additionally, the students will learn about the situation of women and children and understand how discourses of human rights and equality are affected by traditions, cultures, and different particularisms, which students are invited to deconstruct in their writing and discussions.

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

### **ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)**

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

**Requirements/Evaluation:** Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Amal Eeqiq

**ARAB 331 (F) Popular Culture in the Arab World: Youth, Populism, and Politics** (DPE)

**Cross-listings:** ARAB 331 COMP 332

**Primary Cross-listing**

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

## **ARAB 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

### **Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

## **ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

### **Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance

project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Ezeiq

**ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

**Requirements/Evaluation:** Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

**Prerequisites:** 302 or equivalent.

**Enrollment Limit:** 10

**Enrollment Preferences:** Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

**Difference, Power, and Equity Notes:** The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Brahim El Guabli

**ARAB 404 (F) Topics in Contemporary Arab Cultures (DPE) (WS)**

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

**Class Format:** The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

**Requirements/Evaluation:** Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 18

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Fall 2022

SEM Section: 01 Cancelled

**ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)**

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned. Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

**Requirements/Evaluation:** Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** If course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nicholas R Mangialardi

**ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**ARTH 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 105

**Primary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and

France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

### **ARTH 106 (F) An Invitation to World Architecture (DPE)**

What is architecture? Built form? Object? Space? How do we think about architecture as we move around, within, and through it? What can architecture tell us not only about material, design, and engineering, but also about the individuals, groups, and communities who make it? These inquiries provide the starting points for thinking about what architecture means as concept, space, and practice, and how it affects the ways in which human beings experience the world. As the primary mode through which we organize our lived reality, architecture not only channels human behavior into specific repertoires of action and reaction but also symbolizes beliefs, value systems, and ideas about the self, gender, nation, race/ethnicity, community, life, death, and the transcendent. Such themes, thus, constitute the critical lenses that students will use over the course of the semester to unpack how structural form has and continues to define the human condition in the broadest sense. Drawing from a variety of texts and examples that emphasize the diversity and complexity of architectonic traditions around the world, this course will analyze how individuals have employed architectural strategies to solve the problems of living within diverse contexts and how such spaces not only provide meaning in everyday life but also actively and dynamically order the world as space, object, environment, text, process, and symbol.

**Class Format:** This course has 2 components: lectures and conferences / discussion sections. Students will be expected to attend two lectures and one conference / discussion section weekly. Students will sign up separately for the lecture component and the conference / discussion section component.

**Requirements/Evaluation:** Written evaluative measures: 8 object lab assignments, 6 written responses to class prompts, and 6 in-class quizzes. Other evaluative measures: conference / discussion section participation and attendance.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** First-year students have priority, followed by art history majors, sophomores, juniors, and seniors

**Expected Class Size:** 45

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements in two ways. First, it unsettles established presuppositions, biases, and

predispositions that have positioned the "West" as "best" in canons of architectural history. Secondly, it explores how architecture - past and present - communicates, supports, and/or resists hierarchies of power and socio-political influence in society by acting as modes of propaganda, tools of imperialism, sites of resistance, and/or spaces of affirmation.

Fall 2022

CON Section: 04 W 2:35 pm - 3:50 pm Michelle M. Apotsos

CON Section: 03 W 1:10 pm - 2:25 pm Michelle M. Apotsos

CON Section: 02 W 11:00 am - 12:15 pm Michelle M. Apotsos

LEC Section: 01 TR 11:20 am - 12:35 pm Michelle M. Apotsos

### **ARTH 206 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

#### **Primary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

### **ARTH 210 (F) Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present (DPE)**

This course introduces students to the breadth and richness of the visual arts in Latin American and U.S. Latinx art. The course begins in the late 19th and early 20th centuries, when artists and writers first began formulating the notion of an art "native" to Latin America, and continues through the ever-expanding cultural expressions developed throughout the 20th and 21st centuries. Through a contextual approach, we will pay particular attention to Latin American artists' shifting relationships to race, class, and gender issues, their affiliations with political and revolutionary ideals, and their critical stance vis-à-vis the European avant-gardes. Similarly, we will analyze the emergence and development of Latinx artistic practices in the postwar U.S., tracing these artists' own exploration of race, class, and gender dynamics. This class introduces Latin American and Latinx artistic practices and

scholarship to enable students to develop a critical understanding of the historical specificity of diverse movements, their relation to canonical definitions of modern and contemporary art, and their relevance to issues of colonialism, nationalism, revolutionary politics, and globalization. We will consider a vast array of genres--from painting and sculpture to printmaking, photography, conceptual, installation, and performance art--and will draw from artist statements, manifestos, and secondary interpretive texts to consider both the impetus behind these dynamic artworks and their lasting legacies.

**Requirements/Evaluation:** midterm exam and non-cumulative final exam, short writing assignments, attendance, and active participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if overenrolled, waitlisted students will be selected on a lottery

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical, visual, and thematic analyses that explore the cultural biases and geopolitical forces that have restricted the exposure of Latin American and Latinx art in the canon of Western art history. The course also centers on contextualizing Latin American and Latinx artistic practices and analyzing them in relation to race, gender, and class dynamics, and to issues of colonialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

LEC Section: 01 Cancelled

### **ARTH 222 (S) Photography in/of the Middle East (DPE)**

**Cross-listings:** ARAB 222 ARTH 222

#### **Primary Cross-listing**

Photography has been globally disseminated and locally inflected since its invention. In the Middle East, the powers and pleasures of the medium have been valued by colonial forces, indigenous populations, photojournalists and artists; the resulting images merit aesthetic and art historical appreciation even as they grant visual access to the social and political dynamics operative in diverse cultural contexts. We will explore photographic practices in various zones of the Middle East--e.g., the Holy Land, Turkey, Egypt and the Persian sphere--by attending to individual photographers and case studies. This tightly focused approach will support, in turn, a consideration of the agency and power of images more generally--what work do photographs do? Who resists and who benefits? The goal will be to appreciate diverse styles and perspectives that underlie renderings of the Middle East.

**Class Format:** Discussion and GLOW posts required.

**Requirements/Evaluation:** Discussion, GLOW Posts, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 222 (D1) ARTH 222 (D1)

**Difference, Power, and Equity Notes:** Photographs are tricky. Whose experiences and values do they really represent--those who are depicted? Those who wield the camera? Or, those who view images that are so easily reproduced and widely shared? How does identity figure? Religious conviction? Political affiliation? And how are these variables encoded in the material evidence? Appreciating the myriad powers of images requires multiple skills--from close-looking to interdisciplinary analysis--useful in contemporary visual culture.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARTH 246 (F) Museum Culture: Do you see what I see?! (DPE)**

We are all citizens of global visual culture, subject to a daily assault of images, artifacts, information and experiences. What we see and how we make meaning from it all depends on so many variables--who we are, where we are, and what we choose to look at. A critical question is how "art" figures and what agency it wields in millennial settings. This class is an opportunity to explore these issues with particular reference to museums and the objects enshrined therein. Digitized collections enable us to wander freely in space and time, following ideas/images through history even as we might also engage the 'real thing' in person. Our approach will be comparative and interrogative; case studies might range from an oil painting to a wooden sculpture, a coin to an illuminated manuscript, a photograph to a video. Along the way, we will consider what "art" really is and how different visual cultures might be presented or distorted in museum exhibitions and public spaces. Particular attention will be given to traditions or people that have been erased or misunderstood over time as art history has evolved as a discipline. Students will look, sketch, photograph and write throughout the semester, thereby exploring the entire spectrum of visuality from production to reception.

**Requirements/Evaluation:** Mandatory class attendance and substantive participation, weekly Glow Posts, curatorial term project.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomores and majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will cover museums in diverse cultures and explore the porous boundaries between the "Orient", Europe and America. How art manifests inequalities of power and how museums privilege or erase particular groups of people will be addressed. Because collecting art entails money and privilege, understanding art history entails exploring social and cultural hierarchies.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Holly Edwards

**ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Primary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

### **ARTH 322 (F) Cold War Aesthetics (DPE) (WS)**

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

**Requirements/Evaluation:** Active participation, leading discussion, and five four-page writing assignments.

**Prerequisites:** One ARTH course.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to Art History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

### **ARTH 390 (F) Art and Representation in the Wake of Empire, Europe After 1945 (DPE)**

Foregrounding the exhibition as a critical form of aesthetic and political contestation, this course examines the transformation of colonial projects of early modernity to the post-World War II period. It will situate European visual culture within systems of transnational exchange and the art and cultures of other continents, while reflecting upon its economic and political impacts within its own newly reconfigured borders. National identity will be set in relief against a burgeoning cosmopolitanism, migration shifts, and increased tourism worldwide. Work in a variety of media will illustrate the multifaceted nature of these interactions and their engagement with materials, persons, and things in the commodification and use of natural resources. Of the themes addressed in this course--postcolony, anticapitalism, imperialism, neocolonialism, and existentialism--particular attention will be focused upon the history of independence movements in the former European colonies and their reflection in works of art in Europe and abroad. We will consider the role major international and perennial art exhibitions--such as Documenta in Germany and the Venice Biennale in Italy--have played in the reconceptualization of the field of contemporary art, as well as other institutions of art confronting new waves of fascism in Europe. With a transhistorical approach, we will assess the work of international curators and cultural theorists who have remapped the relationship between art and politics, and the Global North and South.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one 12-15 page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and Studio Art majors, then any interested student

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The course examines difference, power, and equity in artistic practice as a means of rethinking European identity within a globalized world. Migration, diaspora, and citizenship--and their differentials of power and movement--are central to course assignments and discussions. It focuses on the lasting impacts of colonialism beyond European borders as a way of understanding the logic of cultural hegemony.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

**ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)**

**Cross-listings:** ARTH 440 LATS 440

**Primary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

**ARTH 460 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**ARTH 561 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

**Primary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration;

Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

### **ARTS 112 (S) Introduction to Documentary Filmmaking (DPE)**

In a 2010 article, *New York Times* film critic A. O. Scott described documentary film as 'heterogeneous to the point of anarchy.' However, in the intervening decade, documentary has become simultaneously more commercial and formulaic. This course takes this notion of heterogeneity to heart, acquainting students with a wide array of creative approaches and key debates in documentary film. In addition to a historical, ethical and critical foundation in the field of documentary, students will acquire a basic grounding in the fundamentals of video production, including cinematography, sound and editing. Course requirements include class attendance and regular critiques, weekly film screenings and readings outside class, 2-3 minor filmmaking exercises, and major assignments in the form of 3-4 short nonfiction video projects.

**Requirements/Evaluation:** timely and committed completion of assignments, attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors have priority

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** The practice of documentary film is centrally bound to ethics--who and how we represent onscreen. Historically, documentary has tended to gaze on marginalized communities in problematic ways; this course will make issues of power, race, class and representation central to the production of documentary media.

Spring 2023

**ARTS 222 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

**Primary Cross-listing**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

**ARTS 261 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261 ENVI 260

**Secondary Cross-listing**

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ARTS 314 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

**Primary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

**ARTS 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

**Secondary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as

a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

### **ARTS 345 (S) Art in Times of Crisis (DPE)**

In an era of ever-increasing emergency, what is the role of art? Can poems save us? What media and forms of exhibition are best suited to respond to urgent crises? What creative methodologies might we develop in collaboration with one another, in the interest of building community as well as making great art? This course is an interdisciplinary, experimental intervention into our present era. In addition to producing multiple original artworks, students will do readings and investigations into art activist case studies from social movements such as Puerto Rican sovereignty, HIV + AIDS, and global climate justice.

**Requirements/Evaluation:** readings, screenings, attendance, participation, and committed completion of assignments

**Prerequisites:** any 200-level art studio class or submit a portfolio for consideration

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$250-\$350 Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course examines crises which disproportionately impact communities of color and marginalized people. Race and class will be central areas of inquiry.

Spring 2023

STU Section: 01 T 7:00 pm - 9:40 pm Friday Org Mtg 5:00 pm - 5:30 pm Cecilia Aldarondo

### **ASIA 105 (F) Arts of South Asia (DPE)**

**Cross-listings:** ASIA 105 ARTH 105

**Secondary Cross-listing**

South Asia, which includes the modern-day nations of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Nepal, Bhutan and Maldives, is often compared to the European continent. Regional societies in the Indian "subcontinent" are as distinct from each other as those of Italy, Germany and France. Similarly, they also differ in their language, dress, diet, rituals and politics. However, parallel to the wealth of diversity, South Asia also demonstrates a rich history of interconnectedness. This complex web of culture, language, religion and politics is best manifested in the arts of the region. How does visual culture reflect regional variations? How does a survey of artistic style and iconography help uncover networks of exchange across South Asia? What role did the arts play in the expression of religious traditions such as Buddhism, Hinduism, Jainism and Islam? With these questions in mind, this course is designed as a survey of the arts of South Asia starting with the height of the Indus Valley Civilization in 2600 BCE and ending in 1857 CE, a date that marks the cessation of independent rule in South Asia. Using the study of architecture, painting, sculpture and textiles, students will learn how to make stylistic and iconographic analyses, while also improving their art historical writing and analytic skills.

**Requirements/Evaluation:** Weekly reading discussion GLOW posts. Two short quizzes. Mid-term. Final exam

**Prerequisites:** none, open to all students

**Enrollment Limit:** 25

**Enrollment Preferences:** First years, sophomores and juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 105 (D1) ARTH 105 (D1)

**Difference, Power, and Equity Notes:** In addition to a survey, the course also highlights the conceptual differences between the arts of South Asia and Western constructs of art and culture. The survey will analyze how South Asian art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

**Attributes:** GBST South + Southeast Asia Studies Electives

Fall 2022

LEC Section: 01 WF 8:30 am - 9:45 am Murad K. Mumtaz

**ASIA 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

**ASIA 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Secondary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality

and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**ASIA 241 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

**Secondary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

**ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ASIA 315 (F) Minorities and the State in Modern East Asia (DPE)**

**Cross-listings:** ASIA 315 HIST 315

**Secondary Cross-listing**

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

**Class Format:** This discussion-intensive class requires students to lead several discussion sections during the semester.

**Requirements/Evaluation:** Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 315 (D2) HIST 315 (D2)

**Difference, Power, and Equity Notes:** The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

**BIOL 134 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** ENVI 134 BIOL 134

**Primary Cross-listing**

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

**CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Primary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

**CHIN 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Primary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded

lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films** (DPE) (WS)

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Primary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**COMP 219 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

**Secondary Cross-listing**

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such

as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

### **COMP 223 (S) Japanese Food Culture in a Global Context (DPE)**

**Cross-listings:** JAPN 223 COMP 223

#### **Secondary Cross-listing**

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

### **COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**COMP 234 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**COMP 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Primary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced

to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**COMP 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**COMP 260 (F) Francophone Graphic Novels (DPE)**

**Cross-listings:** RLFR 260 COMP 260

**Secondary Cross-listing**

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**COMP 296 (F) Chinese Film and Its Significant Others (DPE)****Cross-listings:** CHIN 226 COMP 296 ASIA 226**Secondary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)****Cross-listings:** ASIA 228 COMP 297 CHIN 428**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 308 (F) Building Francophone Cities: Literature, Art and History (DPE)**

**Cross-listings:** RLFR 307 COMP 308

**Secondary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**COMP 327 (F) Romanticism, Belatedly (DPE)**

**Cross-listings:** ENGL 324 COMP 327

### Secondary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique", "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (10 pages), one presentation (15 mins), one final paper (15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 324 (D1) COMP 327 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 332 (F) Popular Culture in the Arab World: Youth, Populism, and Politics (DPE)**

**Cross-listings:** ARAB 331 COMP 332

### Secondary Cross-listing

Since the uprisings in the Arab world in 2011 and the counter-revolutions that followed, much attention has been paid to the significant role of the "popular" in creating social and political transformations. The voice of the youth and "the street," in particular, emerged as massive sources and sites for political mobilization. But, are these categories identical? Does youth culture equal popular culture? This survey course is designed to provide students with an introduction to the different layers that constitute popular culture in the Arab world since the decolonization of Arab states in the 1950s. Questions that we will ask include: What constitutes "popular culture" in the Arab world? How is it different than folk culture, mass culture, or "high" culture? Who are the key players in the creation and dissemination of "popular" culture? Besides globalization, for example, what other social, political and economic dynamics engulf the definition of the "popular"? What are modes of self-fashioning and representation of Arab identity that characterize this culture? To answer these questions we will examine original sources (with English translation) that include a graphic novel, political cartoon and graffiti, documentaries, TV shows, soap operas, video clips, music, comedy, blogs, news and social media. A selection of essays from anthropology, Arab culture studies, political science, journalism, and online videos will be used to provide historical and critical context for the material discussed in class.

**Requirements/Evaluation:** active class participation, two shorter papers (3-4 pages), two film reviews and critical reflections (1-page), a performance, and a longer final paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students majoring in or considering a major in Arabic Studies

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 331 (D1) COMP 332 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course engages the concept of the popular through a critical examination of difference, power, and equality in the context of national revolt against colonialism, dictatorship, and socioeconomic injustice in the Arab world since the 1950s. The content will focus on addressing how voices from the margins, particularly the youth, the urban poor, and women, articulated a political language of popular resistance against the dual hegemony of state and colony.

**Attributes:** GBST Middle Eastern Studies Electives

Fall 2022

SEM Section: 01 Cancelled

**COMP 350 (S) Separation: An Introduction to Postcolonial Literature** (DPE)

**Cross-listings:** ASIA 353 COMP 350 ENGL 352

**Secondary Cross-listing**

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth- and twentieth-century works dealing with experiences of love, ecstasy, migrancy, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 353 (D1) COMP 350 (D1) ENGL 352 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**COMP 361 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Secondary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Primary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**COMP 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

**Secondary Cross-listing**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

**DANC 125 (S) Music and Social Dance in Latin America (DPE)****Cross-listings:** MUS 125 DANC 125**Secondary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)**Prerequisites:** none**Enrollment Limit:** 20**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Unit Notes:** MUS World Music/Ethnomusicology**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Corinna S. Campbell

**ECON 105 (F) Gender in the Global Economy (DPE)****Cross-listings:** WGSS 211 ECON 105**Secondary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade**Prerequisites:** none**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich

**ECON 204 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

**Primary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

**ECON 218 (S) Capital and Coercion (DPE) (WS)**

**Cross-listings:** GBST 218 ECON 218

**Primary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

**Enrollment Limit:** 19

**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

**ECON 240 (S) Colonialism and Underdevelopment in South Asia** (DPE) (QFR)

**Cross-listings:** ECON 240 ASIA 241

**Primary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative

evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

**ECON 257 (S) The Economics of Race (DPE)**

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

**Requirements/Evaluation:** exams, short written responses, problem sets, participation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** First- and second-year students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Owen Thompson

**ECON 507 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

**Secondary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

**ENGL 105 (F)(S) American Girlhoods** (DPE) (WS)

**Cross-listings:** WGSS 105 ENGL 105

**Primary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**ENGL 109 (S) Narrating Change** (DPE) (WS)

How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the

other hand, if change does not cause such a transformation in the self, then how is it experienced? In this class we will read novels (Virginia Woolf, Chinua Achebe, Nadine Gordimer), historical narrative (W.E.B. Dubois), critical-theoretical essays (Angela Davis), and philosophy of science (Thomas Kuhn), to examine the ways human beings fashion to work through, think about, and represent change.

**Requirements/Evaluation:** Two contextualization essays (4-page), one precis (3-page), one proposal (1-page), and one essay (10-page)

**Prerequisites:** no prerequisites

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

**Difference, Power, and Equity Notes:** Almost all readings for this class require sustained engagement with questions of power, identity, and socioeconomic inequality.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

### **ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

#### **Primary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **ENGL 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

#### **Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

### **ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

### Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

### ENGL 231 (F)(S) Literature of the Sea (DPE)

**Cross-listings:** MAST 231 ENGL 231

### Secondary Cross-listing

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully

reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

**ENGL 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)**

**Cross-listings:** LATS 232 ENGL 232

**Secondary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 232 (D2) ENGL 232 (D2)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

Spring 2023

**ENGL 250 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**ENGL 252 (F) Ficciones: A Course on Fiction (DPE)**

**Cross-listings:** ENGL 252 LATS 222

**Secondary Cross-listing**

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

**ENGL 268 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Secondary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**ENGL 279 (F) Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams (DPE) (WS)**

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths.

This focus highlights the significant contributions Chicana voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject's political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture--from the city to the campo to the cultural in-between of the border.

**Requirements/Evaluation:** Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an in-class presentation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Sophomores considering the English major, but juniors and seniors are also welcome.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

**Difference, Power, and Equity Notes:** This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

**ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

**ENGL 311 (S) Trans-American Modernisms: Latin America, the Caribbean, and the Black and Latinx U.S. (DPE)**

What would it mean to rethink Modernism through a hemispheric-American lens? This course aims to broaden your perspective of what "Modernism" (as it is known in the Anglophone world) is and/or could be. Our approach assumes that the history of Modernism as a global literary movement made up of divergent though related literatures is yet to be written. It also seeks to resituate our understanding of Latinx literature within the geo-social space of the U.S. South and the Global South, treating "Latinx" as a hemispheric project while facilitating cross-disciplinary conversation between African American Studies, Latin American Studies, and American Studies. We'll begin by reading contemporary literary theory to introduce a global perspective to the study of modernist movements. Thereafter we'll turn to study Modernism's major nineteenth-century precursor poets of the Americas (Whitman, Dickinson, Martí, and Darío) to articulate key questions about modernist innovation and what it means for the poets and artists of the geo-social peripheries to participate in, repudiate, or be excluded from *l'esprit nouveau* of modernist and avant-garde movements. We will examine what George Yúdice calls the "double bind" situation of the Latin American artist (either be Europe's double or its Other), as we survey early to mid twentieth-century Latin American and Caribbean responses to European Surrealism. From there we will move to consider the trans-American dialogue between Langston Hughes, Nicolás Guillén, and Federico García Lorca (whose *Poeta en Nueva York* recounts the poet's journey from Black Harlem to Cuba). Finally, we will zero in on the early to mid twentieth-century Black and Latinx experiences of modernism/modernity in the U.S. while also attending to where questions of race, class, and gender/sexuality emerge in the canon of Anglo-American Modernism.

**Requirements/Evaluation:** Active participation in in-class and online discussion, two close-reading papers (5 pages each), contributions to course blog, and a final 8-10 page research paper.

**Prerequisites:** A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, but non-majors with a strong interest in the subject are welcome.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout U.S. and Latin American history. The course emphasizes the experiences of colonization and U.S. imperialism in Latin America, those of social conflict in border regions throughout the U.S., and African-American experiences of racial injustice.

**Attributes:** ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

## **ENGL 320 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

### **Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

## **ENGL 324 (F) Romanticism, Belatedly (DPE)**

**Cross-listings:** ENGL 324 COMP 327

### **Primary Cross-listing**

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its originary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique", "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (10 pages), one presentation (15 mins), one final paper (15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 324 (D1) COMP 327 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

### **ENGL 341 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

#### **Primary Cross-listing**

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 341 (D1) WGSS 342 (D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

**ENGL 352 (S) Separation: An Introduction to Postcolonial Literature (DPE)**

**Cross-listings:** ASIA 353 COMP 350 ENGL 352

**Primary Cross-listing**

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth- and twentieth-century works dealing with experiences of love, ecstasy, migrancy, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 353 (D1) COMP 350 (D1) ENGL 352 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

**ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** ENVI 134 BIOL 134

**Secondary Cross-listing**

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues

and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

**ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

**Secondary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition,Food Security+Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

**ENVI 202 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

**Secondary Cross-listing**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

**ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Secondary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss

of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

**ENVI 208 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ENVI 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Primary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

**ENVI 234 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

**Secondary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

### **ENVI 260 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261 ENVI 260

**Primary Cross-listing**

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

### **ENVI 297 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

**Primary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

**ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa** (DPE)

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**ENVI 310 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

**Secondary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

**ENVI 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

**Primary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies

and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ENVI 351 (F)(S) Marine Policy** (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **ENVI 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

#### **Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze '*geographies of Black struggle*', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**GBST 101 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Primary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative

dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**GBST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

**Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why

and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**GBST 203 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**GBST 218 (S) Capital and Coercion (DPE) (WS)**

**Cross-listings:** GBST 218 ECON 218

**Secondary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

**Enrollment Limit:** 19

**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

**GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)****Cross-listings:** RUSS 217 ANTH 217 GBST 219**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation**Prerequisites:** None**Enrollment Limit:** 16**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators**Expected Class Size:** 10-12**Grading:** no pass/fail option, yes fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**GBST 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)****Cross-listings:** PSCI 226 LEAD 226 GBST 226**Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

**GBST 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**GBST 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Secondary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

**GBST 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Primary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Secondary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**GBST 262 (S) Paper Trails (DPE)**

**Cross-listings:** GBST 262 SOC 262 STS 262

**Secondary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**GBST 287 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

**Secondary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

**GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to

understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**GBST 321 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

**Secondary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

**GBST 335 (F) Nowheres (DPE)**

**Cross-listings:** GBST 335 SOC 335

**Secondary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**GBST 344 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

**Secondary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the

level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

**GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides.

We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**GBST 358 (F) Religion and Law (DPE)**

**Cross-listings:** GBST 358 REL 358

**Secondary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

**GBST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)****Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies**Enrollment Limit:** 15**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)****Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is

to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Equeiq

### **GBST 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

#### **Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze '*geographies of Black struggle*', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**GBST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as

the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**GBST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

### **GEOS 207 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Primary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials and influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

### **HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

#### **Primary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the

start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**HIST 109 (S) The Iranian Revolution** (DPE) (WS)

**Cross-listings:** HIST 109 ARAB 109

**Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

**HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany** (DPE) (WS)

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

**Requirements/Evaluation:** Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

**Difference, Power, and Equity Notes:** This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Charlotte A. Kiechel

**HIST 158 (S) North of Jim Crow, South of Freedom** (DPE) (WS)

**Cross-listings:** HIST 158 AFR 158

**Primary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential

segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**HIST 159 (F) Crossing the Color Line: A History of Passing** (DPE) (WS)

**Cross-listings:** AFR 159 HIST 159

**Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

**HIST 202 (S) Islam in Africa** (DPE)

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**HIST 204 (F) Colonial Rule and Its Aftermaths in Africa** (DPE)

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Primary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

**Primary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

**HIST 255 (F) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)**

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; urban relocation policy and experiences; Red Power activism and Indigenous internationalism; treaty rights activism and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast--Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

**Requirements/Evaluation:** class discussion, reading responses, short analytic essays, archival/object analysis, final essay/project

**Prerequisites:** Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and American Studies majors; then first- and second-year students from any major

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 Cancelled

**HIST 276 (S) Stockbridge-Munsee Mohican Community Histories, Presents, and Futures (DPE)**

The ancestral and continuing homelands of the Stockbridge-Munsee Mohican Community (SMC) are where Williams College is located, a fact that the institution formally recognized in Fall 2021 through a land acknowledgment. This was one step toward building more meaningful relations between the College and the sovereign tribal nation, which has been displaced through violent, painful processes directly shaped by the Williams family, while also maintaining enduring relations with these homelands. This course addresses needs to continue work of learning and repair by "educating beyond the land acknowledgment." It centers SMC experiences, knowledge, and goals, and provides space for students to work on projects directly meaningful for

the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.

**Requirements/Evaluation:** The focus of this seminar is experiential, collaborative, and community-based learning and project work. Seminar meetings will include discussion of readings/multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members' active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

**Prerequisites:** Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course over-enrolls, first- and second-year students will have preference.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

### **HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

#### **Primary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

## **HIST 315 (F) Minorities and the State in Modern East Asia (DPE)**

**Cross-listings:** ASIA 315 HIST 315

### **Primary Cross-listing**

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

**Class Format:** This discussion-intensive class requires students to lead several discussion sections during the semester.

**Requirements/Evaluation:** Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 315 (D2) HIST 315 (D2)

**Difference, Power, and Equity Notes:** The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

## **HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

### **Primary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some

detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

### **HIST 340 (F) Anticolonial Europe: A History of Transnational Solidarity (DPE)**

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

**Requirements/Evaluation:** Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

LEC Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

### **HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 22-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

### **HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others.

From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **HIST 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

#### **Primary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

## **HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

### **Primary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

## **HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

### **Primary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit

shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

**Primary Cross-listing**

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

**HIST 433 (F) Colonialism and the Jews (DPE) (WS)**

**Cross-listings:** JWST 433 HIST 433

**Primary Cross-listing**

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will be graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

**HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

**Secondary Cross-listing**

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

**HIST 480 (F) Media and Society in Africa** (DPE) (WS)

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

### **HIST 492 (S) Making Race in Early Modern Europe (DPE)**

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

**Requirements/Evaluation:** Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

**Prerequisites:** 200- or 300-level History classes

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and seniors; History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Spring 2023

TUT Section: T1 TBA Alexander Bevilacqua

**INTR 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Primary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**INTR 320 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Primary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**INTR 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Primary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**JAPN 223 (S) Japanese Food Culture in a Global Context (DPE)**

**Cross-listings:** JAPN 223 COMP 223

**Primary Cross-listing**

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

**JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

**Secondary Cross-listing**

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

**JWST 433 (F) Colonialism and the Jews (DPE) (WS)**

**Cross-listings:** JWST 433 HIST 433

### Secondary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

**LATS 222 (F) Ficciones: A Course on Fiction** (DPE)

**Cross-listings:** ENGL 252 LATS 222

### Primary Cross-listing

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

**LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives** (DPE)

**Cross-listings:** LATS 232 ENGL 232

**Primary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 232 (D2) ENGL 232 (D2)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

**LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race"** (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations,*

*and Reconciliation After the Genome* by Alondra Nelson.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

### **LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

#### **Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **LATS 344 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

### Primary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

### Secondary Cross-listing

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

**LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)**

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

**Requirements/Evaluation:** Assignments and in-class exercises; attendance; participation; peer review

**Prerequisites:** n/a

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

**Difference, Power, and Equity Notes:** This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

**Attributes:** LATS 400-level Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

**LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)**

**Cross-listings:** ARTH 440 LATS 440

**Secondary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

**LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**LEAD 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

**LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

**Secondary Cross-listing**

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

**LEAD 319 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**LEAD 324 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

**Secondary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

**MAST 231 (F)(S) Literature of the Sea (DPE)****Cross-listings:** MAST 231 ENGL 231**Primary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment**Prerequisites:** N/A**Enrollment Limit:** 25**Enrollment Preferences:** Williams-Mystic Students only**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Unit Notes:** offered only at Mystic Seaport**Distributions:** (D1) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

**MAST 351 (F)(S) Marine Policy (DPE) (WS)****Cross-listings:** MAST 351 ENVI 351 PSCI 319**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

**MATH 308 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**MUS 111 (F) Music in Global Circulation (DPE)**

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

**Requirements/Evaluation:** class attendance and participation, regular short assignments/study questions, three 5-7 page written assignments, and an 8-10 page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Music, upperclassmen.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

**Attributes:** MUS World Music/Ethnomusicology

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Corinna S. Campbell

**MUS 125 (S) Music and Social Dance in Latin America (DPE)**

**Cross-listings:** MUS 125 DANC 125

**Primary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Corinna S. Campbell

**MUS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** WGSS 177 MUS 177

**Primary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177 (D1) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

**MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)**

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an

international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

**Requirements/Evaluation:** Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Upperclass students and music majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

**Attributes:** AMST Arts in Context Electives MUS World Music/Ethnomusicology

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

### **MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

#### **Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**MUS 316 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Primary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

**PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)**

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have *meanings*. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

**Requirements/Evaluation:** Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to first year students and philosophy majors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

**Difference, Power, and Equity Notes:** This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)**

**Cross-listings:** AFR 327 PHIL 319

**Primary Cross-listing**

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

**PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Primary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical

theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**PHIL 326 (S) Foucault Now** (DPE) (WS)

**Cross-listings:** WGSS 336 PHIL 326

**Primary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

**PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)**

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read *The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics* by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

**Requirements/Evaluation:** Tutorial papers and rewrites

**Prerequisites:** At least three PHIL courses, including at least one in moral philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, seniors, juniors in that order

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

**Difference, Power, and Equity Notes:** Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

**Attributes:** PHIL Contemporary Value Theory Courses

Fall 2022

TUT Section: T1 TBA Steven B. Gerrard

**PHLH 201 (S) Dimensions of Public Health (DPE)**

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.

**Requirements/Evaluation:** two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** No divisional credit (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

**Attributes:** PHLH Core Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

SEM Section: 02 W 1:10 pm - 3:50 pm Marion Min-Barron

### **PHLH 351 (F) Racism in Public Health (DPE)**

In the face of a global pandemic and increased police brutality, states and counties across the nation have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial will most likely elicit uncomfortable and hard conversations about race and requires an openness to self-reflection and the practice of listening and articulation.

**Requirements/Evaluation:** bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

**Prerequisites:** PHLH 201

**Enrollment Limit:** 10

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

**Attributes:** PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Marion Min-Barron

### **PSCI 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in

the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

### **PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, to be selected randomly from list of those enrolled.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Cheryl Shanks

### **PSCI 220 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**PSCI 221 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very

political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**PSCI 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Primary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

**PSCI 244 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Secondary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

**PSCI 319 (F)(S) Marine Policy** (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**PSCI 322 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

**Primary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

**PSCI 376 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political

rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**PSCI 379 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; *Che Guevara: The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**PSYC 349 (S) Psychology and Law (DPE)**

This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, personality, cognitive, and developmental psychology, we will look critically at the processes of criminal justice. We will compare the law's informal theories of human behavior with what psychologists know on the basis of empirical studies. We will cover a number of contemporary topics including police-civilian interactions, custodial interrogations, false confessions and guilty pleas, forensic evidence, deception detection, eyewitness identifications, alibi generation and corroboration, repressed and recovered memories, and jury selection and decision-making. We will also discuss methodological issues associated with conducting research in psychology and law. In the laboratory component of the course, students will design and conduct their own empirical research projects based on course readings and topics. These semester-long projects will be conducted collaboratively in pairs or teams.

**Class Format:** empirical lab course

**Requirements/Evaluation:** attendance and active class participation, several brief (1-2 page) reading response papers, (2-3) class presentations, written/oral project proposal (4-5 pages), participation empirical project (experiment design, data collection, data visualization, data analysis, interpretation), final APA-style research paper (15-20 pages), oral presentation of the research project

**Prerequisites:** PSYC 201 and either PSYC 242 or PSYC 221

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**Difference, Power, and Equity Notes:** We will explore the differing dynamics of power between legal actors and consider the psychological and structural factors that contribute to vulnerability, coercion, and inequality in the justice system. Through discussions of race, age, body, gender, disability, and stigmatized identities, this course will encourage students to challenge assumptions of objectivity and fairness in our legal system.

**Attributes:** JLST Interdepartmental Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Stephanie A. Cardenas

LAB Section: 02 R 1:00 pm - 4:00 pm Stephanie A. Cardenas

**REL 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**REL 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Primary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**REL 204 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Secondary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is

viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**REL 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

**Primary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of

Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Primary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

**REL 247 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Secondary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering

which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

### **REL 264 (F) The Bible and Slavery (DPE)**

**Cross-listings:** REL 264 AFR 264

#### **Primary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 264 (D2) AFR 264 (D2)

**Difference, Power, and Equity Notes:** This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Primary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**REL 295 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **REL 358 (F) Religion and Law (DPE)**

**Cross-listings:** GBST 358 REL 358

#### **Primary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

### **RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from

France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Requirements/Evaluation:** active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** RLFR 101-102 is a year-long course; credit granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Kathryn E Levine

### **RLFR 107 (S) Advanced French: Formation and Transformation (DPE)**

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of *formation* (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own *formation*, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

**Requirements/Evaluation:** One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

**Prerequisites:** Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Spring 2023

SEM Section: 01 MWF 12:00 pm - 12:50 pm Kathryn E Levine

### **RLFR 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216 WGSS 216

#### **Primary Cross-listing**

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female

authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

**Primary Cross-listing**

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference,

power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**RLFR 260 (F) Francophone Graphic Novels (DPE)**

**Cross-listings:** RLFR 260 COMP 260

**Primary Cross-listing**

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**RLFR 307 (F) Building Francophone Cities: Literature, Art and History (DPE)**

**Cross-listings:** RLFR 307 COMP 308

**Primary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Primary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

**Primary Cross-listing**

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

**RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)**

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

**Prerequisites:** RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

**RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)**

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

**RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)**

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

**Requirements/Evaluation:** Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

**Prerequisites:** Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Senior Spanish majors, then other interested students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Jennifer L. French

**RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Primary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE

requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

### **SOC 101 (F)(S) Invitation to Sociology (DPE)**

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

**Requirements/Evaluation:** Thoughtful and consistent participation, reading responses, and a final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the social construction of identities, and how these differences manifest unequally in institutions. To familiarize themselves with the practice of sociology, students will sketch a research program that looks beyond individual-level explanations to address a social phenomena or social problem of interest.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Ben Snyder

LEC Section: 02 MR 2:35 pm - 3:50 pm Phi H. Su

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Olga Shevchenko

### **SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

### Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

### SOC 230 (S) Memory and Forgetting (DPE)

**Cross-listings:** AMST 233 SOC 230

### Primary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**SOC 252 (S) Im/mobilities (DPE) (WS)**

**Cross-listings:** AMST 252 SOC 252

**Primary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**SOC 262 (S) Paper Trails (DPE)**

**Cross-listings:** GBST 262 SOC 262 STS 262

**Primary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities.

Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 335 (F) Nowheres (DPE)**

**Cross-listings:** GBST 335 SOC 335

**Primary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere"

that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Primary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

### **SOC 380 (S) Who Cares? (DPE)**

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; child welfare and foster care; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

**Requirements/Evaluation:** thoughtful and consistent class participation; weekly journal entries (1-2 pages each); collaboratively designed experiential learning project; and a final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2023

SEM Section: 01 Cancelled

### **STS 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

#### **Secondary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have

CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

**Secondary Cross-listing**

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

**STS 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Secondary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

**STS 262 (S) Paper Trails (DPE)**

**Cross-listings:** GBST 262 SOC 262 STS 262

**Secondary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated,

birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**STS 370 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of

sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 02 Cancelled

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

**STS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

**Primary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Spring 2023

SEM Section: 01 Cancelled

**THEA 301 (S) Performing Archives: From Research to Adaptation (DPE)**

This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre. What is an archive? What is a repertoire? How does embodied knowledge get acquired, stored, and transferred over time? Who owns, or curates, the artistic remnants and shared traditions of the past? Practicing the skills of a dramaturg and performance historian, students will engage with the archives and repertoires of global theatre and performance, learning how to access, research, interpret, and gain deeper understandings of the artistic past. Then, examining how select historical sources and materials been taken up--adapted, appropriated, recycled, or re-appropriated--by contemporary artists, students will themselves work towards the creation, development, and performance of their own artistic approaches to the historical archive. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they have been shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This course is required for Theatre majors and is a prerequisite for THEA 401.

**Class Format:** This class is a combined studio/seminar. Students will be required to present and share their creative responses to the material studied in the course.

**Requirements/Evaluation:** active participation in class; a midterm creative adaptation project and accompanying "dramaturgy casebook"; participation as discussion leader for one class; a final creative adaptation or performance project and accompanying "dramaturgy casebook."

**Prerequisites:** Theatre 101 or 201, or by written permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the dominant sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Spring 2023

STU Section: 01 T 11:20 am - 12:35 pm R 11:20 am - 12:50 pm Amy S. Holzapfel

**THEA 304 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay

community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

**THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**THEA 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** Mix of lectures and seminars

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Kiaran Honderich

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Marshall Green

**WGSS 105 (F)(S) American Girlhoods** (DPE) (WS)

**Cross-listings:** WGSS 105 ENGL 105

**Secondary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**WGSS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** WGSS 177 MUS 177

**Secondary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across

cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177 (D1) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

### **WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)**

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

**Class Format:** discussion

**Requirements/Evaluation:** Class participation, on-line discussion forum, two papers of around 5-7 pages.

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

**Attributes:** AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

**WGSS 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

**Primary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**WGSS 211 (F) Gender in the Global Economy (DPE)**

**Cross-listings:** WGSS 211 ECON 105

**Primary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss

a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich

**WGSS 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216 WGSS 216

**Secondary Cross-listing**

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France.

Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Secondary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

**WGSS 301 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

**Primary Cross-listing**

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**WGSS 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Primary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

### **WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)**

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

**Requirements/Evaluation:** One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

### **WGSS 311 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364 WGSS 311

**Primary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 364 (D2) WGSS 311 (D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

**WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics** (DPE) (WS)

**Cross-listings:** PHIL 321 WGSS 322

**Secondary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics** (DPE)

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusal annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response

papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

**WGSS 332 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369 WGSS 332

**Primary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 369 (D2) WGSS 332 (D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege

based on ability as it intersects with various racial, gender, and other identities.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

**WGSS 336 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** WGSS 336 PHIL 326

**Secondary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

**WGSS 342 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

**Secondary Cross-listing**

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to

read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 341 (D1) WGSS 342 (D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

### **WGSS 345 (F) The Pedagogy of Liberation (DPE)**

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

**Requirements/Evaluation:** Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to WGSS majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged

to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

**WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**WGSS 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

**Secondary Cross-listing**

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca,"

disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**WGSS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

**WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 02 Cancelled

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

**WGSS 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze '*geographies of Black struggle*', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and

socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**WGSS 402 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **WGSS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

#### **Secondary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Spring 2023

SEM Section: 01 Cancelled

**DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES**  
**CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES**

**(Div I & II, see explanation below)**

**Chair: Professor Li Yu**

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Man He, Assistant Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Professor of Chinese

**Visitors:** Eun Young Seong, Visiting Assistant Professor of Japanese; **Language Fellows:** Ai-Chen Wang, Mo Wu; **Teaching Associate:** Qiqi Chen

**Department Mission Statement and Curricular Goal**

The mission of the Department of Asian Languages, Literatures, and Cultures is to produce “global citizens” who will be able to make contributions in different sectors of society in a globalized and diverse world with multilingual abilities, intercultural communicative competence, and multicultural leadership skills. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

**Learning Objectives for the Chinese Major**

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**THE MAJOR**

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

**Learning Objectives for the Japanese Major**

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.

- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

## THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

### Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

## THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

## LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

## THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty

member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

## **COVID-19 CHANGES**

Due to the pandemic, the department has reduced the number of courses required for its majors for the graduating classes of '22, and '23. For these years, the minimum requirements are nine courses as follows:

Chinese major: CHIN 101, 102, 201, 202, 301, 302, 401, 402, 312.

Japanese major: JAPN 101, 102, 202, 202, 301, 302, 401, 402, one approved elective.

East Asian Languages and Cultures major: at least six CHIN/JAPN language courses (or a minimum proficiency equivalent to the completion of 302), two CHIN/JAPN core electives, and one approved elective.

Students with higher language proficiency who are placed out of any of the core language courses (101 through 402) can take an equal number of faculty-approved electives taught either in Chinese/Japanese or in English on literature, linguistics, culture studies or related Chinese or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

Students who plan to study abroad either during the summer or during their junior year MUST consult with department faculty for advice.

## **STUDY ABROAD**

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Grants for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

## **DEPARTMENT EMAIL LISTS**

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMPX>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

“Special Interest Chinese” (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

“Special Interest Japanese” (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

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## **ECONOMICS (Div II)**

**Chair: Professor Lara Shore-Sheppard**

**Associate Chair: Professor Steven Nafziger**

- Quamrul H. Ashraf, Halvorsen Professor for Distinguished Teaching and Research of Economics
- Jon M. Bakija, Chair of Economics and W. Van Alan Clark '41 Third Century Professor in the Social Sciences
- Ralph M. Bradburd, David A. Wells Professor of Political Economy
- Gerard Caprio, William Brough Professor of Economics, Emeritus
- Gregory P. Casey, Assistant Professor of Economics; on leave 2022-2023
- Ralph Chami, Visiting Professor of Economics
- Matthew Chao, Associate Professor of Economics; on leave Spring 2023
- David K. Evans, Visiting Professor of Economics
- William M. Gentry, Carl Van Duyn Professor of Economics
- Matthew Gibson, Associate Professor of Economics
- Susan Godlonton, Associate Professor of Economics, Chair of Public Health Program; affiliated with: Economics, Public Health; on leave Fall 2022
- Katie Gutierrez, Gaius Charles Bolin Fellow in Economics
- Andrew T. Hessler, Visiting Assistant Professor of Economics
- Sarah A. Jacobson, Professor of Economics
- Pamela Jakiela, Associate Professor of Economics
- Kenneth N. Kuttner, Robert F. White Class of 1952 Professor of Economics; on leave Fall 2022
- Sara LaLumia, Professor of Economics
- David A. Love, Class of 1969 Professor of Economics; on leave 2022-2023
- Peter J. Montiel, Fairleigh S. Dickinson, Jr. '41 Professor of Economics
- Steven E. Nafziger, Professor of Economics
- Will Olney, Professor of Economics
- Owen Ozier, Associate Professor of Economics
- Peter L. Pedroni, William Brough Professor of Economics
- Greg Phelan, Associate Professor of Economics; on leave 2022-2023
- Ashok S. Rai, Professor of Economics; on leave 2022-2023
- Neal J. Rappaport, Boskey Visiting Professor of Economics
- Michael Samson, Senior Lecturer in Economics
- Lucie Schmidt, John J Gibson Professor of Economics; on leave 2022-2023
- Stephen C. Sheppard, Class of 2012 Professor of Economics
- Lara D. Shore-Sheppard, Kimberly A. '96 and Robert R. '62 Henry Professor of Economics; on leave 2022-2023
- Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics; affiliated with: Economics, Center for Development Economics
- Owen Thompson, Associate Professor of Economics
- Tara E. Watson, Professor of Economics; on leave 2022-2023

- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy

## GENERAL INFORMATION

The primary objective of the economics major is to develop an understanding of how individuals, organizations and societies meet their material needs. The introductory courses present the fundamental principles of economics at a level that is useful for understanding a wide range of social and policy issues. The core theory courses provide a more rigorous grounding in the tools used in analyzing individual choice, the functioning of markets, and the behavior of output, employment, and inflation. The econometrics course familiarizes students with the methods used to analyze economic data, and equips them with the tools necessary to critique and conduct empirical research. The electives draw on the skills developed in the introductory and core courses to gain a richer understanding of specific aspects of economic behavior and public policy.

**Planning for a possible economics major.** Given the hierarchical structure of the economics major, students considering an economics major should try to start with ECON 110 during their first year. Since ECON 255 requires a prior statistics course (STAT 161, 201 or 202), prospective economics majors should complete the statistics requirement relatively early in their college careers. Since the 400-level electives typically require at least two of the intermediate core courses (ECON 251, 252, or 255), students are strongly encouraged to complete the core courses by the end of junior year. We prefer that the three intermediate core classes be taken at Williams, so students planning on studying abroad as juniors should aim to complete these courses before departure if possible.

**Preparation for graduate school.** Graduate study in economics requires considerably more mathematical training than that necessary for the economics major. We advise students who are considering pursuing a Ph.D. to take at a minimum MATH 150 or 151, MATH 250, MATH 350, MATH/STAT 341, and MATH 309. We also advise students to consider electives such as ECON 451, 471, 472, 474, or 475 that present advanced perspectives on contemporary economic theory or econometrics. As graduate schools look for evidence of research aptitude, we also encourage those interested in graduate school to pursue the Honors program.

**The economics major and business careers.** The analytical and critical thinking skills taught in economics classes are useful for many careers, including business. The major is not designed to provide pre-professional training in business or management, however. Students from a wide variety of majors, including the sciences and humanities, have gone on to successful business careers. We therefore advise those interested in business to acquire a broad exposure to the arts, social science, and natural sciences, and to major in a subject that engages their interest even if that subject is something other than economics.

## MAJOR REQUIREMENTS

Nine courses are required for the economics major. These are:

### Introductory Courses

Economics 110 Principles of Microeconomics

Economics 120 Principles of Macroeconomics. Prerequisite: ECON 110

Passing the quantitative studies exam or the equivalent is a prerequisite for both classes. Both are suitable for non-majors. Courses numbered 200-299 will require one or both as prerequisites.

### Core Courses

Economics 251 Price and Allocation Theory. Prerequisites: differential calculus (MATH 130 or equivalent) and ECON 110

Economics 252 Macroeconomics. Prerequisites: differential calculus (MATH 130 or equivalent), ECON 110 and ECON 120

Economics 255 Econometrics. Prerequisites: differential calculus (MATH 130 or equivalent) plus STAT 161, 201 or 202 or a score of 5 on the AP Statistics exam. STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018. STAT 346 can be used to satisfy the ECON 255 major requirement, although not all upper-level electives and seminars accept STAT 346 as a prerequisite in lieu of ECON 255. Students with a double major in Statistics and Economics who choose to use STAT 346 to satisfy the ECON 255 requirement must take an additional ECON elective at any level. POEC 253 may not substitute for ECON 255 in fulfilling the major requirements, although some electives may accept POEC 253 as a prerequisite in lieu of ECON 255.

The three core classes may be taken in any order. All of the 300- and 400-level electives will require at least one of the core classes, and many of the 400-level seminars require ECON 255.

### Elective Courses

Students must complete at least four economics electives at the 200-level or higher in addition to the introductory and core classes listed above. At least two must be advanced electives numbered 300 to 398. At least one must be a seminar numbered 400-490. A second seminar may be taken in lieu of a 300-level elective. Enrollment preference for 400-level classes is given to seniors who have not already taken a seminar. Note that some of the advanced electives may have specific requirements beyond the core economics courses and MATH 130. With the permission of the instructor,

undergraduates may enroll in 500-level graduate courses given by the Center for Development Economics. These courses can substitute for advanced electives numbered 300-398, unless otherwise noted in the course description.

### **AP, IB and A-level Exams**

The ECON 110 requirement may be waived for students who earned a 5 on the microeconomics AP exam, and the ECON 120 requirement may be waived for those who received a 5 on the macroeconomics AP exam. Both the ECON 110 and 120 requirements may be waived for students who received an A on the A-level exam in economics or earned a 6 or 7 in the higher economics IB exam. A requirement may be waived for students who earned below a 5 on the microeconomics or macroeconomics AP exams or below a 6 on the higher economics IB exam after consultation with the department. In all cases, results from the department placement exam are taken into account in making the determination of whether a requirement will be waived.

Students who started at Williams prior to Fall 2020 will receive major credit for each course requirement that is waived and may complete the major with either eight or seven additional courses, depending on whether they place out of one or both introductory courses. These would include the introductory course for which no advanced placement was granted (if applicable), the three core classes, and four electives.

Students who started at Williams in Fall 2020 and following receive advanced placement, but no reduction in the number of courses required for the major. Completion of a major in Economics requires nine semester courses. These would include the introductory course for which no advanced placement was granted (if applicable) and one additional elective at the 200-level or higher, or two additional electives at the 200-level or higher if both ECON 110 and 120 requirements are waived, the three core theory classes, and the four electives.

A score of 5 on the statistics AP exam, a 6 or a 7 on the statistics IB exam, or an A on the A-level statistics exam will satisfy the statistics prerequisites for ECON 255.

### **STUDY ABROAD AND TRANSFER CREDIT**

Students may receive credit towards the major for college courses taken at other institutions, including those taken as part of a study abroad program. Most economics courses taken elsewhere that have an introductory economics prerequisite will qualify for 200-level elective credit. Some may be able to count towards a specific departmental requirement, including the introductory or core courses, or qualify as a 300-level elective. In order to receive major credit, courses must count towards the student's Williams degree. Students wanting major credit for courses taken outside of Williams should contact the Department's Coordinator for Transfer/Study Abroad Credit prior to taking the course for approval. (The Department's web site will indicate which faculty member is serving as the Coordinator.) General study away guidelines for Economics are posted at [econ.williams.edu/major/study-abroad](http://econ.williams.edu/major/study-abroad).

### **THE DEGREE WITH HONORS IN ECONOMICS**

Graduating with honors requires the completion of a substantial piece of independent research. Those with an economics GPA of at least 3.5 are encouraged to apply. In addition, because theses typically make use of empirical methods, those considering writing a thesis are strongly advised to complete Econ 255 before the end of junior year.

The honors program involves working closely with a faculty adviser on a subject related to the faculty member's area of expertise. The first step in pursuing honors is therefore to develop a thesis proposal in consultation with a faculty adviser. The proposal is then submitted to the Department for approval.

The Department offers both a half-year and a full-year honors program:

The half-year program entails enrolling in a one-semester seminar plus a WSP class. Students may either enroll in ECON 491 in the fall semester and ECON 30 during winter study, or they may take ECON 30 during winter study and ECON 492 in the spring. Proposals for a fall semester thesis are due in May of the junior year, while those doing a spring thesis will submit their proposals in December of the senior year. Those choosing the half-year option often base their projects on research that had been initiated in an advanced elective or a seminar, although this is not a requirement.

The full-year program involves taking ECON 493 in the fall, ECON 31 during winter study, and ECON 494 in the spring. Proposals are due in May of the junior year.

Both programs require students to remain on campus during winter study.

Prospective honors students considering studying abroad during their junior year should plan to complete the core courses and at least one 300-level elective by the end of their sophomore year. They are also urged to begin their collaboration with their intended adviser prior to departure, and to consult with the Director of Research on the options for pursuing honors. (The Department's web site will indicate which faculty member is serving as the Director of Research.)

Further details on the two routes, the application procedure and deadlines are contained in memos sent to economics majors in the spring and fall semesters. The information is also available on the Department's web site.

In addition to completing the research project, the College requires that in order to graduate with honors, students must take at least one course in addition to the minimum number required for the major. Students in the full-year program may substitute ECON 493 for an upper-level elective

(excluding those numbered 400-490). Students enrolled in the half-year program may not substitute ECON 491 or 492 for one of their electives.

## GRADUATE COURSES IN DEVELOPMENT ECONOMICS

Graduate courses given by the Center for Development Economics are open to undergraduates who have taken the prerequisites, although in most cases, permission of instructor is also required. Unless otherwise specified in the course description, these courses can substitute for electives numbered 300-398 in the major.

### ECON 105 (F) Gender in the Global Economy (DPE)

**Cross-listings:** WGSS 211 ECON 105

#### Secondary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich

### ECON 107 (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath (DPE)

**Cross-listings:** ECON 107 SOC 217

#### Primary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with, justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

**Requirements/Evaluation:** Class participation; small writing assignments and research exercises; and a final research project

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major. It may be taken for the SOC major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 107 (D2) SOC 217 (D2)

**Difference, Power, and Equity Notes:** The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Not offered current academic year

### **ECON 110 (F)(S) Principles of Microeconomics (QFR)**

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

**Requirements/Evaluation:** problem sets, quizzes, short essays, two midterms, final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

**Attributes:** POEC Required Courses

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Ralph M. Bradburd

LEC Section: 02 TF 1:10 pm - 2:25 pm Matthew Chao

LEC Section: 03 TF 2:35 pm - 3:50 pm Matthew Chao

LEC Section: 04 TR 8:30 am - 9:45 am Neal J. Rappaport

LEC Section: 05 TR 9:55 am - 11:10 am Owen Thompson

LEC Section: 06 TR 11:20 am - 12:35 pm Owen Thompson

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Ralph M. Bradburd

LEC Section: 02 TR 11:20 am - 12:35 pm Ralph M. Bradburd

## **ECON 120 (F)(S) Principles of Macroeconomics (QFR)**

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

**Requirements/Evaluation:** Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

**Prerequisites:** ECON 110

**Enrollment Limit:** 40

**Enrollment Preferences:** First-year students and sophomores.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

**Attributes:** POEC Required Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Will Olney

LEC Section: 02 TR 11:20 am - 12:35 pm Will Olney

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Sara LaLumia

LEC Section: 02 TR 11:20 am - 12:35 pm Sara LaLumia

LEC Section: 03 MR 1:10 pm - 2:25 pm Steven E. Nafziger

LEC Section: 04 MWF 9:00 am - 9:50 am Neal J. Rappaport

LEC Section: 05 MWF 10:00 am - 10:50 am Neal J. Rappaport

## **ECON 133 (S) Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle**

**Cross-listings:** ECON 133 GBST 133 COMP 133 AFR 133

### **Secondary Cross-listing**

This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to contemporary challenges of Caribbean Economic Development. Using the 'plantation' and the 'plot' as sites of continuing exploitation and struggle, this course delves into Caribbean postcolonial development thinking. We will explore the present-day relevance of these sites to racial justice and environmental crises and their historical roots in colonial surplus extraction. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy, its seascape and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and extractive geographies today. Unorthodox perspectives on economic and social thought that emerged to explain the region's integral role in merchant and industrial capitalism, New World social formations and contemporary globalization will also be discussed. We will closely analyze critical texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, labor regimes, agrarian change, structural adjustment, economic and ecological crises, postcolonial debt, technology, current fragmentation of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena starting from the plantation to the plot within cultural and literary works in pluralistic, productive, and powerful ways.

**Requirements/Evaluation:** Oral or poster presentation analyzing a literary and Caribbean economist's work side-by-side (15 minutes or full-length/multi-page poster); critical analysis of a Caribbean economic sector or major regional report--choice made after discussion with instructor (10 pages); final project: review of a specific Caribbean community defined by group, geography or economic status drawing upon class, race, gendered axes of analysis (15 pages); participation (creative presentation of a reading drawing upon Caribbean cultural traditions that raise questions for class discussion)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 133 (D2) GBST 133 (D2) COMP 133 (D2) AFR 133 (D2)

**Attributes:** AFR Core Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Keston K. Perry

### **ECON 203 (S) Gender and Economics**

**Cross-listings:** WGSS 205 ECON 203

#### **Primary Cross-listing**

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., AFDC/TANF, parental leave, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

**Requirements/Evaluation:** weekly discussion papers, two midterms, and a final paper and presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** If overenrolled, students will be asked to submit short statement of interest.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 205 (D2) ECON 203 (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course

**Not offered current academic year**

### **ECON 204 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

#### **Primary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

### **ECON 205 (S) Public Economics**

This course examines the role of the government in the economy. We consider three broad issues: When should governments intervene in the economy? What is the most effective form of intervention? What effects do government policies have on incentives and behavior? In addition to a theoretical perspective, we will discuss particular government spending programs in the United States, including Social Security, various types of publicly-provided insurance, spending on education, and public assistance for the poor. Finally, we will study how the government raises revenue through taxation. We will discuss the principles that guide tax design and consider the effects of the tax code on behavior.

**Class Format:** Lecture / discussion format.

**Requirements/Evaluation:** problem sets, short writing assignments, participation in discussion and activities, midterm exam, and final exam

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** Prospective economics and political economy majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

### **ECON 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

Primary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### **ECON 214 (F) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** ENVI 212 ECON 214

#### **Primary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

### **ECON 215 (S) Globalization**

**Cross-listings:** GBST 315 ECON 215

### Primary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, two midterms, and a final paper and presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 315 (D2) ECON 215 (D2)

**Attributes:** GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

### ECON 217 (F) The Economics of National Defense

**Cross-listings:** ECON 217 LEAD 214

### Primary Cross-listing

National defense is one of the largest components of the US Federal Budget (~15%) and remains a significant part of the nation's GDP (~3%). The study of defense economics in this course will apply principles of microeconomics and macroeconomics to analyze, within the context of national security strategy and policy, issues concerning resource allocation in wartime and peacetime, labor supply and demand, industrial organization and defense acquisition, and the formation and maintenance of alliances. While the focus of the course will be on economics, to provide context on what makes defense economics a special topic, we will also consider questions unique to the military such as how to deter conflict, how to fight wars, how to provide humanitarian assistance and protection to civilians in conflict or disaster areas, and how the national defense may adapt to issues like climate change. We will also consider historical examples from America's wars--e.g., the Civil War, World War 2, Vietnam, and the more recent conflicts in Iraq and Afghanistan. The plan is to use a variety of sources--academic materials, popular media such as news footage and films, and guest speakers--to provide a full-range of perspective on the course topics.

**Class Format:** Mix of lecture and discussion

**Requirements/Evaluation:** Individual Papers, Group Paper and Presentation, Midterm and Final Exam

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** Juniors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 217 (D2) LEAD 214 (D2)

Not offered current academic year

### ECON 218 (S) Capital and Coercion (DPE) (WS)

**Cross-listings:** GBST 218 ECON 218

### Primary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

**Enrollment Limit:** 19

**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

### **ECON 220 (F) We Hold These Truths: Growth, Change, and Struggle in American Economic History**

This course examines the growth and development of the American economy from the colonial era to today. The emphasis will be on the use of economic theory and quantitative evidence to explore key questions and themes in U.S. history. While we will study the key drivers of longer-term American economic success, we will also concentrate on the experiences of those marginalized, coerced, or otherwise oppressed over this history. Topics may include some or all of the following: the development of colonial markets, the economics of the U.S. Constitution, Native Americans in the American economy, slavery and racial inequality, immigration, innovation, industrialization, government regulation and policymaking, the Great Depression, the changing roles of women in the U.S. economy, post-World War II growth, the construction of the social safety net, and the place of the United States in the modern global economy. Comparisons will be made to European and non-European experiences when appropriate.

**Class Format:** lecture/seminar

**Requirements/Evaluation:** small exams, short assignments, and a research paper

**Prerequisites:** ECON 110 and 120

**Enrollment Limit:** 30

**Enrollment Preferences:** Sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Steven E. Nafziger

## **ECON 227 (F) Acquiring Art: Selecting and Purchasing Objects For WCMA**

**Cross-listings:** ARTH 527 ECON 227 ARTH 327

### **Secondary Cross-listing**

How do museums acquire art? Factors considered in selecting objects include: the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What role does an object's history and condition play in the evaluation process? In this course students will work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget will be made available for the acquisition. We will discuss approaches for identification, acquisition and evaluation of objects. Student teams will be responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects will be acquired using the agreed strategy, and the object will become part of the WCMA permanent collection. Graduate students will participate in all aspects of the class but may be required to undertake different assignments.

**Requirements/Evaluation:** three papers of 10-15 pages each and class participation; student teams will make proposals for objects; each student will be required to submit three papers, dealing with the objects, the likely cost, and the best strategy

**Prerequisites:** ECON 110 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors in Art History, Economics and Political Economy; graduate students will be admitted only by permission of instructors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 527 (D1) ECON 227 (D1) ARTH 327 (D1)

**Not offered current academic year**

## **ECON 230 (S) The Economics of Health and Health Care**

Health, health care, and economics intersect in important ways. Health is an essential component of individual well-being and a fundamental input to a productive economy, making its production a societal priority as well as an individual one. Health care expenditures make up substantial fractions of economic activity in developed countries; in the United States health care expenditures are nearly one-fifth of the national economy, raising questions of why health care spending is so high and whether the spending effectively produces better health. At the same time, health is about more than just health care; it is driven by many other factors, from individual behavior, to market forces, to government policy. In this course we will examine the economics of health by applying microeconomic analysis to the problems of health and health care provision. The course focuses on three broad areas: the inputs to health and the demand for health care; the structure and functioning of health care markets and the roles of key institutions; and the role of public policy in furthering individual and population health. Special attention will be devoted to topics of current policy interest, including health disparities, problems of health care costs and cost containment, health insurance reform and the Affordable Care Act, the role of public health interventions, and drug development and regulation. The COVID-19 pandemic has brought many of the challenges of health and health care into sharp focus, and we will examine the pandemic as a particularly instructive case study.

**Class Format:** The class is a mixture of lecture and discussion.

**Requirements/Evaluation:** Several short papers, participation in class discussion, and a final research project and presentation.

**Prerequisites:** ECON 110 and a class in statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Economics majors who need a 200-level elective, Political Economy majors, and Public Health concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals POEC U.S. Political Economy + Public Policy Course

**Not offered current academic year**

### **ECON 231 (S) The Economics of Inequality**

There are many outcomes in the United States that show profound levels of inequality: education, earnings, wealth, housing, environmental health, and life expectancy, just to name a few. This course examines the economic forces that drive and/or explain these inequalities in the U.S. The beginning of the course covers definitions and economic techniques used to measure income and wealth inequality, as well as differences between perceived and actual inequalities. We then move on to the theoretical underpinnings of the rise of domestic economic inequality, as well as models and theories of discrimination. Finally, we will explore how economic inequalities carry over into health, housing, and environmental quality through policies or social mechanisms. We will discuss and investigate the following questions and more: How are skill and education related to income? How do income and health interact, and which causes the other? How is the level of economic inequality in the country perceived? Which historic policies have led to specific inequalities, and was the inequality an intentional or inadvertent outcome? What have other countries done differently, and how does what the U.S. has done compare in terms of disparities? What exactly is discrimination, and what are the cumulative effects of it in the labor market and health outcomes?

**Class Format:** Lecture and small discussion groups

**Requirements/Evaluation:** Several short papers (peer- and instructor-reviewed), article review, and final project and presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katie Gutierrez

### **ECON 232 (F) Financial Markets, Institutions and Policies (QFR)**

The focus of the course will be on how firms, financial markets, and central banks interact in the economy. Key questions addressed in the course include: How do firms allocate their resources to enhance their value? How are firms evaluated by the financial markets? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? We will also study the role of the central bank (the Federal Reserve in the US), monetary policy, and government regulation and their impacts on financial decision making. Key questions include: How do central banks set monetary policy and how do those policies affect the economy and the financial decision-making process? How does monetary policy change when interest rates are (virtually) zero?

**Class Format:** There will be a mix of lecture and discussion.

**Requirements/Evaluation:** 5-7 Problem Sets, Quantitative Exercises, Group Paper, and Final Exam

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** Sophomore and Junior Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models, graphs, and data analysis to understand financial decisions at the firm and economy-wide levels.

**Attributes:** POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Neal J. Rappaport

### **ECON 233 (S) Behavioral Economics and Public Policy**

In many ways, the fields of psychology and economics both study the same phenomena: the motives that guide our decision-making across different contexts. This course provides a survey of the ways in which these two fields intersect, i.e., behavioral economics. Topics include how individual responses to economic incentives can be influenced by heuristics, framing, social norms, and other psychological motives; we will also study how these concepts are incorporated into microeconomics models. Concurrently, the course will review applications of these ideas to public policy and firm strategy. For instance, we will examine how behavioral economics has informed efforts to reduce poverty, increase environmental conservation, encourage long-term financial planning, and improve health and diet outcomes, among many other topics. The course will also discuss whether and how we ought to judge which behaviors are socially desirable and worth encouraging through policy.

**Requirements/Evaluation:** One midterm, one final exam, 4-6 problem sets, and 1-2 writing assignments

**Prerequisites:** ECON 110

**Enrollment Limit:** 30

**Enrollment Preferences:** If over-enrolled, I will aim to accept a mix of years and majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ECON 238 (F) Sustainable Economic Growth**

**Cross-listings:** ENVI 238 ECON 238

Primary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, and land, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce important concepts taught in introductory microeconomics and introductory macroeconomics.

**Class Format:** The first half of the class is lecture-based. The second half of the class is discussion-based.

**Requirements/Evaluation:** midterms exams, final exam, problem sets, short writing assignments, video-taped presentations, class participation

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** potential or declared social science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 238 (D2) ECON 238 (D2)

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ECON 240 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

Primary Cross-listing

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ECON 251 (F)(S) Price and Allocation Theory (QFR)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes, short essays, collaborative projects, or presentations.

**Prerequisites:** ECON 110 and MATH 130 or its equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

LEC Section: 02 MR 1:10 pm - 2:25 pm Stephen C. Sheppard

LEC Section: 03 MR 2:35 pm - 3:50 pm Stephen C. Sheppard

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

LEC Section: 02 MWF 11:00 am - 12:15 pm Sarah A. Jacobson

**ECON 252 (F)(S) Macroeconomics (QFR)**

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets and/or written assignments, midterm(s), and a final exam.

**Prerequisites:** ECON 110 and 120 and MATH 130 or its equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Peter L. Pedroni

LEC Section: 02 TR 11:20 am - 12:35 pm Andrew T. Hessler

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

LEC Section: 02 TF 1:10 pm - 2:25 pm Andrew T. Hessler

LEC Section: 03 TF 2:35 pm - 3:50 pm Andrew T. Hessler

**ECON 255 (F)(S) Econometrics (QFR)**

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets, multiple exams, a group project, and possible additional assignments or quizzes.

**Prerequisites:** MATH 130, plus STAT 161, 201 or 202 (or equivalent, including a score of 5 on the AP Statistics Exam), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics and Political Economy majors.

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students may substitute the combination of STAT 201 and 346 for ECON 255

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course teaches research tools necessary to analyze data.

**Attributes:** PHLH Statistics Courses POEC Required Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

LEC Section: 02 MR 2:35 pm - 3:50 pm Matthew Gibson

LEC Section: 03 TR 8:30 am - 9:45 am Owen Ozier

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am David J. Zimmerman

LEC Section: 02 TR 9:55 am - 11:10 am David J. Zimmerman

LEC Section: 03 MWF 8:30 am - 9:45 am David J. Zimmerman

### **ECON 257 (S) The Economics of Race (DPE)**

This course will examine the causes and consequences of racial disparities in economic outcomes. Specific topics will include the economic history of slavery, Reconstruction and the Civil Rights Movement; racial gaps in earnings, wealth, educational attainment, standardized test scores, and health outcomes; formal models of taste-based and statistical discrimination; and the structure and efficacy of government anti-discrimination policies. Much of the course will focus on racial discrimination faced by African Americans specifically, but there will also be coverage of other racial and ethnic minority groups. The course will additionally focus almost exclusively on the US, although many of the theories and techniques we will develop are applicable to other contexts as well. The course will utilize basic microeconomic tools, such as straightforward extensions of the supply and demand model, and ECON 110 is a prerequisite. We will also make extensive use of descriptive statistics, and an introductory statistics course such as STAT 101 will be useful, but is not required.

**Requirements/Evaluation:** exams, short written responses, problem sets, participation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** First- and second-year students.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is well suited for the DPE distribution requirement as it will develop in detail not only the existence of race-based differences in a wide variety of key socioeconomic outcomes, but also explore the historical and contemporary processes that lead to those differences.

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Owen Thompson

### **ECON 297 (F) Independent Study: Economics**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of fall registration.

**Requirements/Evaluation:** Determined in consultation with the faculty member advising the independent study

**Prerequisites:** Consent of an instructor and of the department chair

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** With permission of the department, an approved project may count as a 200-level elective for the major.

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jon M. Bakija

### **ECON 298 (S) Independent Study: Economics**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

**Requirements/Evaluation:** Determined in consultation with the faculty member advising the independent study

**Prerequisites:** Consent of an instructor and of the department chair

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** With permission of the department, an approved project may count as a 200-level elective for the major.

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Jon M. Bakija

### **ECON 299 (F) Economic Liberalism and Its Critics**

**Cross-listings:** ECON 299 PSCI 238 POEC 250

#### **Secondary Cross-listing**

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

**Class Format:** This class uses a flipped classroom approach, where before each class meeting, students watch a lecture video, and sometimes write an essay or solve some problems on relating to the assigned reading and video, and then in-person class is devoted primarily to discussion.

**Requirements/Evaluation:** six short essays, several short homework assignments, and a final exam

**Prerequisites:** ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

**Enrollment Limit:** 30

**Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 299 (D2) PSCI 238 (D2) POEC 250 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm William M. Gentry, James E. Mahon

## **ECON 308 (S) Skills for a Modern Economy and How to Pay for Them**

**Cross-listings:** ECON 508 ECON 308

### **Secondary Cross-listing**

Skills are a major driver of economic growth. The skills gap between rich and poor countries explains many of their income differences. The skills gap is a determinant of structural change, the process by which economies grow certain sectors (like manufacturing and services) and shrink others (like agriculture) in the process of achieving high-income country status and reducing poverty. The skills gap both affects and is affected by every other aspect of the economy: agricultural productivity, health, poverty rates, and fiscal capacity. This course will examine the economic policies that are essential for nations to upgrade the skills of their workforce, including the fiscal policies to finance those investments. The course will also explore complementary economic policies--in areas from labor markets to agriculture to healthcare--that allow maximum returns to skills investments.

**Class Format:** Students will meet the professor in pairs, approximately one hour each week.

**Requirements/Evaluation:** During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

**Prerequisites:** For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows, Economics majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 508 (D2) ECON 308 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA David K. Evans

## **ECON 345 (S) Growth Diagnostics (QFR)**

**Cross-listings:** ECON 545 ECON 345

### **Primary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 545 (D2) ECON 345 (D2)

**Quantative/Formal Reasoning Notes:** The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

### **ECON 348 (S) Human Capital and Development**

**Cross-listings:** ECON 548 ECON 348

#### **Primary Cross-listing**

Children around the world face unequal opportunities to attend school, and to learn. This course will introduce students to economic studies of education, focusing on pre-school through high school. The course will mainly cover research in low-income and middle-income countries, but will also discuss connections to policy debates in the United States and elsewhere. Topics will include the importance of early-life conditions and investments; the connections between health and education; the roles of information, incentives, inputs, and technology; research methods; and decisions between policy options. Students in this course will analyze data themselves, and will critically read published research.

**Requirements/Evaluation:** Grades are principally based on readings questions, problem sets, two in-class exams, and short presentations by students.

**Prerequisites:** ECON 255, POEC 253, STAT 346, or permission of the instructor. CDE Fellows should have taken ECON 502 or 503.

**Enrollment Limit:** 20

**Enrollment Preferences:** Economics majors and CDE Fellows

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 548 (D2) ECON 348 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Owen Ozier

### **ECON 352 (S) Financial Development and Regulation**

**Cross-listings:** ECON 352 ECON 510

#### **Secondary Cross-listing**

This course focuses on the financial system in developing countries and its role in economic development. The first part explores the functions of finance, how it contributes to growth and poverty alleviation, as well as examines what can be done to increase financial inclusion. What are the key parts of the infrastructure that are needed to improve access to financial services, including via 'fintech,' which is taking off in many developing countries? We will look at experiences with financial sector repression and subsequent liberalization and investigate the causes and impact of financial crises, as well as how to manage them. Then we will study how to make finance effective in dealing with a variety of risks facing societies, including aging and climate change. A key focus will be how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner, including how regulation should respond to climate risk. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

**Class Format:** discussion

**Requirements/Evaluation:** Midterm, participation in class discussion and formal in-class debates, and a final research paper.

**Prerequisites:** For undergraduates, Econ 110, 120, and POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 20

**Enrollment Preferences:** CDE students, as well as undergraduates interested in the role of the financial system in low and middle-income countries.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 352 (D2) ECON 510 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Gerard Caprio

### **ECON 355 (F) Financial Crises, Credit Cycles, and Macroeconomic Policies**

This course examines macroprudential policies which aim to mitigate systemic risk to the financial system. We will discuss several instances of financial crises and the conditions leading up to these episodes. Particular focus will be placed on recent research into current macroprudential policies and their implications for financial stability. Topics to be covered include: the concept of cycles in macroeconomics, business and credit cycle measurement, co-movement between economic aggregates, domestic and international policies targeting financial stability, and the effect of these policies on financial markets and the real economy.

**Requirements/Evaluation:** Problem sets, presentations, and a final paper

**Prerequisites:** Economics 252 and 255

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Andrew T. Hessler

### **ECON 357 (F) The Economics of Higher Education**

This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

**Class Format:** will meet weekly in groups of two

**Requirements/Evaluation:** six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

**Prerequisites:** ECON 251 and 255 or STAT 346 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

TUT Section: T1 TBA David J. Zimmerman

### **ECON 359 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes**

**Cross-listings:** ECON 515 ECON 359

**Secondary Cross-listing**

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance macroeconomic stability, and create an environment conducive to growth.

**Requirements/Evaluation:** two midterms and a final project

**Prerequisites:** ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 515 (D2) ECON 359 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Kenneth N. Kuttner

### **ECON 360 (S) Monetary Economics (QFR)**

This course covers a range of theoretical and applied issues bearing on monetary policy as conducted in the U.S. and abroad. Topics to be covered include: the causes of inflation, how central banks manage interest rates, the channels through which monetary policy affects the economy, and the costs and benefits of imposing rules on the conduct of policy. The class will also touch on a number of current issues facing central banks, such as unconventional monetary policy and cryptocurrencies.

**Requirements/Evaluation:** Two exams, a research paper and/or class presentation

**Prerequisites:** ECON 252 and 255. Multivariate calculus (MATH 150 or 151) is recommended but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course entails the use of mathematical economic models, the presentation of quantitative information, and the interpretation of statistical analysis.

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

**Not offered current academic year**

### **ECON 362 (S) Global Competitive Strategies**

Econ 362 acknowledges both the importance of large, diversified multinational firms in global economic activity, and the forms of strategic thinking that often displace, in practice, the optimization models of traditional economic analysis. In this course, we seek to describe competition in global markets by developing competence in decoding and critiquing (and even formulating) varieties of business and corporate strategies employed during the past forty years. While we treat a variety of theoretical models that seek or have sought to explain patterns of international economic activity, our priority is

to ascertain their descriptive integrity and usefulness today. Our historical interest begins with mercantilism and covers Smith, comparative advantage, varieties of factor endowment theories, and much more, proceeding to strategic management perspectives and contributions of the 20th and early 21st century. We complete these efforts with a few original attempts to reconcile modern growth theory (e.g., Romer) with modern strategic practice (e.g., Porter). Further, substantial recent shifts in the nature of globalized economic activity, including the changing relative mobility and power of capital and labor, are examined. While the course is largely descriptive, it cannot fail to treat a few normative issues. We treat the efficacy of various government policies in promoting the competitiveness of home-based industries in regional and global markets. Finally, welfare propositions and policy ideas for addressing welfare impacts in a descriptively accurate context are advanced.

**Class Format:** mix of lecture, discussion, and case analyses

**Requirements/Evaluation:** written cases (in teams), class participation, a mid-term exam, and a final paper (can be co-authored) or exam are expected

**Prerequisites:** ECON 251

**Enrollment Limit:** 25

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives

Not offered current academic year

### **ECON 364 (F) Theory of Asset Pricing**

What is the price of time? What is the price of risk? How do markets allocate resources across time and uncertain states of the world? This course theoretically studies how markets allocate scarce resource across time and when outcomes are risky. The "goods" in such markets are called "assets" and the prices of "assets" determine the cost of trading resources across time and across uncertain states of the world. We theoretically investigate how equilibrium determines the price of time, then asset price implications; then asset allocations and prices in the presence of risk; finally, implications for new assets.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** ECON 251 or ECON 252; and ECON 255 or STAT 201

**Enrollment Limit:** 20

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ECON 366 (S) International Trade and Development**

**Cross-listings:** ECON 516 ECON 366

Secondary Cross-listing

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource curse, and trade agreements.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, midterm, presentation, and final

**Prerequisites:** ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 516 (D2) ECON 366 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Will Olney

### **ECON 368 (F) Public Economics and Fiscal Policies**

The public sector is an important part of the economy. Its objectives are to increase efficiency by correcting market failures, redistribute to achieve a more equal distribution, conduct fiscal policies to stabilize the economy, and, in a broader sense, set the rules of the game. This course discusses the role of the government in the economy, the different ways it acts to solve market failures and redistribute, and the consequences of government actions and government failures. We will draw on a political economy perspective to discuss how the nature of government decision-making impacts these outcomes. The course takes a comparative perspective in discussing differences in addressing market failures and redistribution in more market-oriented economies - like the US - and in economies where the government plays a more active role - like the Nordic countries. The course will also give considerable attention to the structure of fiscal policies and how they are employed to stabilize the economy.

**Requirements/Evaluation:** Problem sets, writing assignments, and a final exam

**Prerequisites:** Economics 251 and 255

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior Economics and Political Economy majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm Asa M. Hansson

### **ECON 370 Data Science for Economic Analysis**

The goal of data science is to use empirical information from a broad range of sources to improve our understanding of the world around us. Economists increasingly rely on the tools of data science to access novel sources of data and information, characterize the economic environment, and conduct empirical analysis. This course provides hands-on introduction to data science tools most relevant for economic analysis including data visualization, exploratory data analysis, and statistical learning. The objective of the course is to help students: (i) formulate economic research questions that can be explored using data science tools, (ii) identify sources of data and prepare data for analysis, (iii) produce persuasive visualizations, and (iv) analyze data using both classical statistics and machine learning.

**Class Format:** The course includes traditional lectures, interactive activities in both Stata and R, and in-class presentations by students. Some prior knowledge of either Stata or R is helpful, but not required.

**Requirements/Evaluation:** Grades are based on in-class participation and performance on two take-home exams as well as problem sets and data visualization/analysis projects.

**Prerequisites:** ECON 255 or STAT 201, STAT 202, or STAT 346 or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D2)

Not offered current academic year

**ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)**

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

**Requirements/Evaluation:** term paper and regular homework assignments

**Prerequisites:** ECON 252 and either ECON 255 or STATS 346

**Enrollment Limit:** 19

**Enrollment Preferences:** students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Peter L. Pedroni

**ECON 373 (F) The Economics of Immigration (QFR)**

This course will explore migration across national borders from an economic perspective, with a focus on migration to the United States. Who migrates, and why? What are the impacts on the economies of the origin country and the destination country, and on migrants themselves? What policies shape immigration and enforcement of immigration law, and what are their impacts? What is the role of immigrants in the broader society? We will emphasize empirical analysis as a data-driven way of understanding the economics of immigration.

**Class Format:** Class will periodically meet in a small-group seminar format.

**Requirements/Evaluation:** Requirements: active participation, 3 empirical assignments, 2 short papers, 2 presentations, and a final 12-15 page paper.

**Prerequisites:** Econ 251 and Econ 255, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** This course will use quantitative tools of economics.

Not offered current academic year

**ECON 374 (F) Poverty and Public Policy (WS)**

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary

Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy such as: What are the goals of the policy and does the policy achieve them? Does the design of the policy lead to unintended effects (either good or bad)? What are the trade-offs inherent in the policy's design? Could the policy be redesigned to achieve its goals more effectively? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

**Requirements/Evaluation:** evaluation will be based on six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

**Prerequisites:** POEC 253 or ECON 255 or STAT 346 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors, Political Economy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Each student will write five 5- to 7-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 2- to 3-page critiques of their partners' papers. Midway through the semester, each student will revise one of their first three papers.

**Attributes:** JLST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

### **ECON 375 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532 ECON 375

Secondary Cross-listing

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 532 (D2) ECON 375 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Michael Samson

### **ECON 376 (F) The Economics of Global Inequality (QFR)**

This course focuses on the proximate and ultimate causes of global economic inequality across nations. Motivated by several stylized facts from cross-country data, we will pose a series of questions: Why are some countries so rich while others remain so poor? What explains heterogeneity in the experience of economic growth across nations, with some growing at a moderate pace over long periods of time, others experiencing rapid growth over shorter intervals, and yet others stagnating persistently? Do all economies face comparable challenges to achieving sustained economic growth? Will poorer countries ever catch up to richer ones? To answer these and other related questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? What about technological differences across nations? How much significance should we ascribe to cross-country differences in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore both theoretical and empirical approaches, ranging from formal models to qualitative historical evidence to cross-country growth regressions. We will debate the usefulness of these different approaches for development policy and will discuss the reasons why so many questions about global economic inequality remain difficult to answer.

**Requirements/Evaluation:** Problem sets, one midterm exam, final exam.

**Prerequisites:** ECON 252 and either ECON 255 or STAT 346. ECON 251 recommended but not required.

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior and senior economics majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and cross-country comparative development. Students will routinely work on sophisticated mathematical models of economic growth, involving the application of solution concepts from dynamic optimization and differential equations. Students will also be required to perform some econometric analyses in their assignments.

**Attributes:** GBST Economic Development Studies Electives

Not offered current academic year

### **ECON 377 (F) Inspiration/Perspiration: The Economics of Innovation**

From the iron plow, to the steam engine, to modern biotechnology, innovation drives economic growth and raises living standards. Whether we are talking about great inventions or small tweaks, the tools of economics can help us understand how new ideas and technologies emerge, spread, and become obsolete. In this course, we will examine the creation of new knowledge, the translation of ideas and scientific advances into practical applications, and the adoption of new technologies by producers and consumers. We will study the incentives that potential innovators face, how these are affected by patents and other forms of intellectual property rights, how entrepreneurs finance and market their innovations and how different market structures can influence the resulting trajectory of innovation and adoption. We will also discuss how government policies can foster the financing and development of innovation. Throughout the course, we will explore historical and contemporary case studies of the creation, exploitation, and consequences of innovation.

**Requirements/Evaluation:** reading responses and short writing assignments; empirical exercises; constructive contributions to class discussions; a group project; and an 8- to 10-page research paper

**Prerequisites:** ECON 251 and (ECON 255 or POEC 253)

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ECON 378 (F) Long-Run Comparative Development (QFR)**

The world today is marred by vast disparities in the standard of living, with about a 30-fold difference in real GDP per capita between the poorest and most affluent of nations. What are the causes of such differences in prosperity across countries? Are the origins of global inequality to be found in underlying differences among societies over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have such "deep" historical roots, what scope exists for policies to reduce global inequality today? Can we expect inequality to be reduced through some natural process of macroeconomic development, or is it likely to persist unless acted upon by policy? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the enduring effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the composition of traits in populations across the globe.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, at least one exam, a research paper, and a class presentation

**Prerequisites:** ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development. Students will be required to routinely develop and solve sophisticated mathematical models of economic growth, involving the rigorous application of solution concepts from constrained optimization and from optimal control theory. Students will also be required to perform some econometric analyses in their assignments.

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

### **ECON 379 (S) Program Evaluation for International Development**

**Cross-listings:** ECON 523 ECON 379

**Secondary Cross-listing**

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

**Requirements/Evaluation:** Empirical exercises, exams, writing assignments, and collaborative projects

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

**Enrollment Limit:** 20

**Enrollment Preferences:** CDE Students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 523 (D2) ECON 379 (D2)

**Attributes:** PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Pamela Jakiela

### **ECON 380 (S) Population Economics**

**Cross-listings:** ECON 380 ECON 519

#### **Primary Cross-listing**

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

**Requirements/Evaluation:** at least one exam, a research paper and a class presentation

**Prerequisites:** ECON 251; POEC 253 or ECON 255 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, students will be asked to submit a brief statement of interest.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 380 (D2) ECON 519 (D2)

**Attributes:** PHLH Social Determinants of Health

**Not offered current academic year**

### **ECON 381 (S) Global Health Policy Challenges**

**Cross-listings:** ECON 571 ECON 381

#### **Primary Cross-listing**

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, infectious diseases (e.g. HIV/AIDS, tuberculosis, COVID), neglected tropical diseases (e.g. malaria, dengue, Ebola), nutritional deficiencies, and mental health. We will focus primarily, but not exclusively, on health in low-income countries in this course. Students will read papers and conducted empirical assignments related to the various topics, as well as develop their own research idea during the semester related to one of the topics covered.

**Requirements/Evaluation:** empirical problem sets, midterm exam and a substantive research paper that includes some analysis of existing data

**Prerequisites:** ECON 251 and (POEC 253 or ECON 255 or STAT 346) or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** juniors and sophomores

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 571 (D2) ECON 381 (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 W 7:00 pm - 9:40 pm Susan Godlonton

### **ECON 382 (S) Gentrification and Neighborhood Change (DPE)**

While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

**Requirements/Evaluation:** Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.

**Prerequisites:** Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics and Political Economy majors, Juniors and Seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Gentrification has been identified in the survey of DPE suggestions as a worthwhile and important topic for a course satisfying the DPE requirement. Gentrification, with its consequent displacement of low-income and frequently minority households in cities is widely viewed as a problem and there have been increasing demands for local policies to limit the rate or extent of gentrification. We will address the causes, measurement of gentrification and extent to which it burdens poor households.

Not offered current academic year

### **ECON 383 (S) Cities, Regions and the Economy**

Cities and urbanization can have significant impacts on the economy. In many developed economies, a process of regional decline is associated with older, industrial cities. In developing countries, the process of economic growth is generally associated with increasing urbanization. Urbanization, with its increasing concentration of population and production, puts particular pressure on markets to allocate resources for provision of land, housing, transportation, labor and public goods. Urbanization can alter the productivity of land, labor, and capital in ways that can improve the welfare of residents and the performance of the broader economy. In this course we will examine these conflicting economic forces and examine some recent research that contributes to our understanding of the difference between regional growth and decline, and the role that the urban structure plays in these processes. We will examine the function of land, housing, transportation, and labor markets in the urban context, and the scope for public policies to improve the performance of the regional economy.

**Requirements/Evaluation:** Two midterms and a research paper on an approved topic that is at least 5000 words in length.

**Prerequisites:** ECON 251 or instructor's permission

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors and Juniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives GBST Urbanizing World Electives POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

### **ECON 384 (S) Corporate Finance (QFR)**

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions.

**Class Format:** Lecture / discussion

**Requirements/Evaluation:** class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exam and a research paper (possibly written with a partner)

**Prerequisites:** ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

**Enrollment Limit:** 28

**Enrollment Preferences:** Economics majors; seniority

**Expected Class Size:** 28

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course uses quantitative models to evaluate decisions.

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm William M. Gentry

### **ECON 385 (S) Games and Information**

This course is a mathematical introduction to strategic thinking and its applications. Ideas from game theory, including Nash equilibrium and its refinements, commitment and credibility, repeated games and enforcement, and information asymmetries and signaling, will be introduced. Applications will be drawn from economics and politics around the globe.

**Requirements/Evaluation:** Two exam, regular problem sets and assignments in which students create game-theoretic models.

**Prerequisites:** ECON 251

**Enrollment Limit:** 25

**Enrollment Preferences:** juniors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students who have taken MATH 335 or CSCI 357 cannot receive credit for this class

**Distributions:** (D2)

Not offered current academic year

### **ECON 387 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

Primary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

**ECON 389 (S) Tax Policy in Global Perspective (QFR)**

**Cross-listings:** ECON 514 ECON 389

**Secondary Cross-listing**

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Requirements/Evaluation:** midterm exam, several problem sets, two 10-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 514 (D2) ECON 389 (D2)

**Quantative/Formal Reasoning Notes:** The course builds on other QFR Reasoning econ classes.

**Attributes:** POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

**ECON 397 (F) Independent Study: Economics (Advanced)**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of fall registration.

**Requirements/Evaluation:** Determined in consultation with the faculty member advising the independent study

**Prerequisites:** At least one of (Econ 251, Econ 252, or Econ 255), consent of an instructor and of the department chair

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** An approved project may count as one of the two advanced electives required for the major

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jon M. Bakija

**ECON 398 (S) Independent Study: Economics (Advanced)**

Students are invited to apply to undertake independent study on subjects of their own choosing. Interested students should consult with a faculty member about designing an appropriate project well in advance of spring registration.

**Requirements/Evaluation:** Determined in consultation with the faculty member advising the independent study

**Prerequisites:** At least one of (Econ 251, Econ 252, or Econ 255), consent of an instructor and of the department chair

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** An approved project may count as one of the two advanced electives required for the major

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Jon M. Bakija

**ECON 451 (F) Topics in Economic Growth**

In this seminar, we will discuss some of the 'big questions' in macroeconomics, with a particular focus on economic growth. For example: Why are some countries richer than others? How does government intervention affect economic growth? Is it possible to have continued economic growth while avoiding dangerous levels of climatic change? Does inequality help or harm growth? How will automation and artificial intelligence affect growth, inequality, and unemployment? In addition to class discussions, students will complete an independent research project on a topic related to economic growth.

**Class Format:** About half of the class sessions will be lecture-based. The other half will be devoted to class discussion.

**Requirements/Evaluation:** class presentations, problem sets, short-writing assignments, research paper

**Prerequisites:** ECON 251, ECON 252, and (ECON 255 or STAT 346)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ECON 453 (S) Research in Labor Economics and Policy**

The labor market plays a crucial role in people's lives worldwide. In industrialized countries, most households contain at least one wage earner, and income from working represents the largest component of total income. Thus analyses of the labor market are fundamentally relevant to both public policy and private decision-making. This seminar will explore the structure and functioning of the labor market using theoretical and empirical tools. Topics to be covered include labor supply and demand, minimum wages, labor market effects of social insurance and welfare programs, the collective bargaining relationship, discrimination, human capital, immigration, wage distribution, and unemployment. As labor economics is an intensely empirical subfield, students will be expected to analyze data as well as study the empirical work of others.

**Requirements/Evaluation:** a series of short papers and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original empirical research paper (written in stages)

**Prerequisites:** ECON 251 and ECON 255 or POEC 253

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Owen Thompson

### **ECON 455 (F) Research in Economic History: Sources, Methods, and Applications**

Historical approaches towards understanding current economic issues are increasingly in vogue. This course will explore new developments in the field of economic history, focusing on how economic historians use qualitative and quantitative evidence and the conceptual tools of economics to address questions of historical and current relevance. Along the way, we will consider works from both sides of the history - economics boundary, focusing on the ways that the two disciplines can and should borrow from one another. We will range widely across space and time, but some possible topics to be investigated include technological innovation, labor coercion, migration, trade and capital flows, colonialism, corporate governance, and political economy. Students are expected to not only read and analyze recent scholarship in economic history, but to also produce and present their own original research over the semester.

**Requirements/Evaluation:** short writing assignments and empirical exercises, constructive contributions to class discussion, class presentations, and a 15- to 20-page original research paper (written in stages)

**Prerequisites:** ECON 251 and ECON 255 or consent of instructor; a previous history course is recommended but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Steven E. Nafziger

### **ECON 456 (F) Income Distribution**

This course examines the distribution of income in the United States. Questions to be addressed may include the following: How have wage inequality and the skill premium evolved over time? What factors explain a rising skill premium? How does income differ with race and gender? How is poverty measured, and what are the factors associated with living in poverty? How do government programs change the distribution of income? How much income mobility is there across generations? Students will become more critical readers of current economic literature, and will apply their skills in

conducting empirical research.

**Requirements/Evaluation:** short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

**Prerequisites:** ECON 251 and 255 or equivalent

**Enrollment Limit:** 20

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Sara LaLumia

### **ECON 458 (S) Economics of Risk**

Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions--from managing a portfolio to starting a business--are also fraught with uncertainty. Some risks are environmental--both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.

**Class Format:** tutorial; students will meet with the instructor in pairs in each week

**Requirements/Evaluation:** For the first ten weeks, each student will write a 5 - 7 page paper every other week, and comment (of 2 - 3 pages) on their partner's work in the other weeks; the final two weeks will be reserved for papers on a topic of each student's interest (again, 5 - 7 pages but without needing to write a comment on their partner's work); one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner

**Prerequisites:** ECON 251, 252, and 255

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ECON 459 (S) Institutions and Development**

Why are some societies rich and others poor? While typical answers emphasize proximate causes like factor accumulation (i.e., growth in physical and human capital), technological progress, and demographic change, the institutional approach highlights the role of social, political, and cultural factors, broadly defined, as fundamental determinants of economic prosperity. The central idea is that the value-added of economic activities to society is primarily conditioned by the social arrangements within which these activities occur -- namely, arrangements that generate a structure of private incentives, which can either promote behavior that is conducive to economic development or lead to the pursuit of private gain at the expense of the common good. Thus, the key to economic development in this approach is the emergence of complementary institutions and structures of governance in society. This course will survey the recent literature on the topic of institutions and economic development, with an emphasis on empirical evidence in the context of both historical and contemporary societies. The purpose of the course will be to expose students to the core ideas and empirical tools employed at the frontier of research in this area. The readings will primarily comprise published journal articles and unpublished working papers, and students should expect to apply concepts from across all the core courses in economics.

**Requirements/Evaluation:** extensive class participation, two 5-page review papers, two class presentations, and one 15- to 20-page empirical research paper (written in stages)

**Prerequisites:** ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Quamrul H. Ashraf

### **ECON 460 (F) Women, Work, and the World Economy from 5,000 BC to the Present**

Now and throughout history, views of the appropriate role for women in society have varied tremendously across cultures and communities: are women autonomous productive agents, are they men's property, or do they fall somewhere in between? In this course, we explore the causes and consequences of women's position in society for growth and economic development, analyzing women's economic roles in historical and cultural perspective. Students will become more critical readers of current economic literature, and will apply their skills in conducting empirical research.

**Requirements/Evaluation:** short writing assignments, computer lab exercises, oral presentations, and a 15- to 20-page research paper including original empirical analysis (written in stages)

**Prerequisites:** ECON 251 and 255 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** junior and senior economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Pamela Jakiela

### **ECON 462 (S) Topics in African Development**

This course will examine a selection of current issues in development economics with a specific emphasis on how they relate to Sub-Saharan Africa. Core topics to be addressed include agriculture, labor markets with a specific emphasis on south-south migration, credit, and land markets. Some specific questions that may be addressed include: How has agricultural productivity changed over time? What are constraints to improving agricultural productivity? What drives south-south migration? What are the impacts of migration on destination and origin communities? Students will critically read published journal articles (or working papers) and actively participate in class discussions. Students will also complete original empirical analysis on a related topic.

**Requirements/Evaluation:** short writing assignments, class discussion, oral presentations, 15-20 page empirical research paper

**Prerequisites:** ECON 251 and 255 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

### **ECON 463 (S) Financial History**

What can we learn from financial history to understand the successes and failures of finance today and in coming years? This course opens with a brief survey of some of the major characteristics, issues, and challenges of financial systems today, and then examines earlier experience with these phenomena. Topics to be examined include: the role of credit and more generally finance in economic development historically, including in the financial revolutions from Northern Italy, the Netherlands, Britain and the US; the evolution of money, from stones or cigarettes to Bitcoin; the relationship between finance and government, and the extent to which it has changed over time; lessons from early asset bubbles and more recent crises (including that of 2008-09) for modern financial systems; the effect of institutions (laws, norms, and culture) and political systems in shaping the impact of finance, as illustrated by comparisons between Mexico and the U.S., among other cases; and lessons from U.S. financial history for policies today. The course also examines the tools that were developed in earlier eras to deal with different risks, evaluates their efficacy, and considers lessons for modern financial regulation, including how financial systems can be prepared, if possible, for the risks that are already unfolding -- such as technology changes and climate risk.

**Requirements/Evaluation:** Either 6 short papers or 3 short papers and one longer research paper (student choice), at least two oral presentations, and contributions to class discussions.

**Prerequisites:** ECON 251, ECON 252, and ECON 255 (or STAT 346 or Poli Ec 253) are required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior Economics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ECON 465 (S) Pollution and Labor Markets**

If your home town has polluted air, does that reduce your wage? Do you work less? Are you less likely to finish high school? These are specific instances of an important general question: how does pollution affect labor market outcomes? The answer matters for individual decisions (where to live) and government policies (air pollution regulations). This seminar begins from theories of optimizing worker behavior in the presence of pollution. Building on this foundation, we will critically evaluate new empirical research into the impacts of pollution on human capital, labor supply, and productivity. We will also study the impact of pollution regulations on wages and employment. Included papers will cover both developed and developing countries.

**Requirements/Evaluation:** class discussion, presentation of reading, paper replication, 15- to 20-page empirical paper (written in stages) and accompanying short presentation

**Prerequisites:** ECON 251 and ECON 255; STAT 201/346 acceptable in place of ECON 255 prerequisite with instructor permission

**Enrollment Limit:** 19

**Enrollment Preferences:** Economics majors, seniority

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Matthew Gibson

### **ECON 468 (F) Your Money or Your Life: Health Disparities in the United States**

A 25-year-old man living in a high-income household can expect to live 10 years longer than his low-income counterpart. There are also stark differences in mortality and health by race, education, employment status, region, and gender. This course will explore many of the potential explanations for health disparities, including access to insurance and health care, health behaviors, stress, environmental exposure, trust in

institutions, and intergenerational transmission of health. We will emphasize causal inference and focus on assessing the quality of evidence. We will also investigate how government policies contribute to or ameliorate health disparities in the U.S.

**Class Format:** including frequent small group meetings that may occur outside regularly scheduled class times

**Requirements/Evaluation:** Class discussion, oral presentations, six short response papers, two 5-page critiques of published articles, three Stata exercises, and one 15-page original empirical research paper. Please note that the course can be taken P/F only by those who do not intend to use it to satisfy the requirements for the Economics major.

**Prerequisites:** ECON 251 and ECON 255 or equivalent, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

### **ECON 470 (S) The Indian Economy: Development and Social Justice**

The Indian economy has (usually) grown rapidly in the last three decades, but poverty has declined relatively slowly, malnutrition remains high, and the sex ratio remains heavily biased against women. Is this the persistence of long-standing historical disadvantages such as those faced by Scheduled Castes and Tribes? Does this reflect failures in policy, in areas such as trade, credit, or labor law? Or is the quality of governance primarily to blame? We will use the theoretical and quantitative methods of an economist to consider these questions.

**Requirements/Evaluation:** Short response papers to assigned readings; classroom presentations/commentary on assigned readings; empirical research project; classroom presentation of empirical research project; participation in classroom discussion.

**Prerequisites:** ECON 251 and 255, or equivalent, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** junior and senior economics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives GBST South + Southeast Asia Studies Electives JLST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ECON 471 (S) Topics in Advanced Econometrics (QFR)**

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and long run cointegration and nonlinear function estimation and analysis, both in conventional time series and especially panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

**Requirements/Evaluation:** periodic homework assignments, term paper

**Prerequisites:** ECON 371

**Enrollment Limit:** 19

**Enrollment Preferences:** students with strong quantitative backgrounds, and to students intending to write an honors thesis

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course will make use of mathematics, statistics and computer analysis for the conceptualization and implementation of the econometric topics that are taught.

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Peter L. Pedroni

### **ECON 472 (F) Macroeconomic Instability and Financial Markets**

This advanced course in macroeconomics and financial theory attempts to explain the role and the importance of the financial system in the global economy. The course will provide an understanding of why there is financial intermediation, how financial markets differ from other markets, and the equilibrium consequences of financial activities. Rather than separating off the financial world from the rest of the economy, we will study financial equilibrium as a critical element of economic equilibrium. An important topic in the course will be studying how financial market imperfections amplify and propagate shocks to the aggregate economy. The course may cover the following topics: the determination of asset prices in general equilibrium; consequences of limited asset markets for economic efficiency; theoretical foundations of financial contracts and justifications for the existence of financial intermediaries; the roles of financial frictions in magnifying aggregate fluctuations and creating persistence and instability; the role of leverage and financial innovation in fueling financial crises.

**Requirements/Evaluation:** problem sets, exams, and potentially student presentations

**Prerequisites:** ECON 251 and ECON 252

**Enrollment Limit:** 15

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ECON 474 (S) Advanced Methods for Causal Inference**

**Cross-listings:** ECON 524 ECON 474

Primary Cross-listing

How do we estimate the causal effect of a policy on an outcome? Building on a basic understanding of econometrics and statistics, this methodology course will take students through several applied microeconomic techniques for answering this question. Students will be expected to use statistical software throughout, as we explore the inner workings of these methods and the assumptions required for them to deliver credible estimates. We will discuss the randomized trial and its variants, then cover difference-in-difference, regression discontinuity, and instrumental variables. We will discuss historical roots of modern methods, and will explore newer alternatives to the most commonly used kinds of statistical tests.

**Class Format:** Students will work on laptops in class. Students without laptops should borrow them from the library. Some prior knowledge of either Stata, R, Matlab, or other mathematical/statistical software is essential.

**Requirements/Evaluation:** Grades are principally based on problem sets, participation in the in-class activities, one in-class exam, and a final replication project.

**Prerequisites:** Econ 251 and either Econ 255 or Stat 346. CDE Fellows should have taken ECON 502 or 503.

**Enrollment Limit:** 19

**Enrollment Preferences:** Junior and senior Economics majors. CDE Fellows require the instructor's permission.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 524 (D2) ECON 474 (D2)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Owen Ozier

### **ECON 475 Advanced Economic Theory (QFR)**

This course studies advanced topics in micro and macro economic theory. A major focus is on the mathematical underpinnings of advanced modern economics, with a particular emphasis on proofs. Topics may include existence of Nash equilibria, games of incomplete information, equilibrium refinement and selection, global games, Bayesian persuasion, Mirrless taxation, dynamic programming, existence of general equilibrium, recursive equilibria, stochastic models in continuous time, and others. The focus of this class is primarily on mathematical formalism, rigor, and proofs. These tools are essential components of any graduate program in economics. Students who wish to see pure math theorems applied to other fields may also be interested.

**Requirements/Evaluation:** May include problem sets, exams, participation, term paper

**Prerequisites:** MATH 150 or equivalent, ECON 251, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Senior Economics Majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematical modeling and proofs

Not offered current academic year

### **ECON 476 (S) Behavioral Economics: Theory and Methods**

Behavioral economics emphasizes that models in economics should account for the psychological plausibility of their assumptions and consequences. This course will cover how the field has incorporated insights from psychology into standard microeconomics models of decision-making. In the process, we will review the different methods that are used to empirically test the psychological foundations of these models, including laboratory experiments, field experiments, and quasi-experimental analysis. Assignments, lectures, and class discussions will focus on academic papers that use behavioral economics models to study a variety of topics, such as household finance, public policy, consumer marketing, and others. Throughout the semester, students will also work towards formulating and completing their own original research project.

**Class Format:** Classes will be a mix of lectures and discussion sessions. The lectures will provide a broad overview of a specific topic or theory. Discussion sessions will center on a single academic paper (related to a topic covered in a previous lecture) that students will have read before class.

**Requirements/Evaluation:** one 15-25 page research paper, approximately eight 1-2 page responses to assigned readings, and class participation during discussion sessions

**Prerequisites:** ECON 251; ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ECON 477 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

### **ECON 491 (F) Honors Seminar: Economics**

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a one-semester thesis comprising this course as well as a Winter Study course.

**Requirements/Evaluation:** Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

**Prerequisites:** admission by the department in the spring of the junior year

**Enrollment Limit:** n/a

**Enrollment Preferences:** senior econ majors only

**Expected Class Size:** n/a

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Sarah A. Jacobson

### **ECON 492 (S) Honors Seminar: Economics**

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a one-semester thesis comprising this course as well as a Winter Study course.

**Requirements/Evaluation:** Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

**Prerequisites:** admission by the department in the fall of the senior year

**Enrollment Limit:** n/a

**Enrollment Preferences:** senior economics majors only

**Expected Class Size:** n/a

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Sarah A. Jacobson

**ECON 493 (F) Honors Thesis: Economics**

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a full-year thesis comprising Econ 493 and 494 as well as a Winter Study course.

**Requirements/Evaluation:** Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

**Prerequisites:** admission by the department in the spring of the junior year

**Enrollment Limit:** n/a

**Enrollment Preferences:** senior economics majors only

**Expected Class Size:** n/a

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Sarah A. Jacobson

**ECON 494 (S) Honors Thesis: Economics**

This course is required of candidates for honors in economics. Each candidate prepares an honors thesis under the supervision of an economics professor who serves as the thesis advisor and the faculty member serving as the Economics Department's Director of Research. Candidates will develop their projects independently, but will be guided by a common timeline and set of expectations. This is part of a full-year thesis comprising Econ 493 and 494 as well as a Winter Study course.

**Requirements/Evaluation:** Students complete a major piece of novel, independent research in economics, culminating in submission of the written thesis and an oral presentation

**Prerequisites:** admission by the department in the spring of the junior year

**Enrollment Limit:** n/a

**Enrollment Preferences:** senior economics majors only

**Expected Class Size:** n/a

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Sarah A. Jacobson

**ECON 501 (F) Economic Growth and Development**

This course focuses on the analysis of modern economic growth and comparative development across nations. Motivated by several stylized facts from cross-country data, we will pose a series of questions: Why are some countries so rich while others remain so poor? What explains heterogeneity in the experience of economic growth across nations, with some growing at a moderate pace over long periods of time, others experiencing rapid

growth over shorter intervals, and yet others stagnating persistently? Do all economies face comparable challenges to achieving sustained economic growth? Will poorer countries ever catch up to richer ones? To answer these and other related questions, we will explore the underlying mechanisms of economic growth. What role is played by savings and investment (i.e., the accumulation of physical capital)? What is the influence of population growth? How important are investments in human capital (i.e., education and population health)? What about technological differences across nations? How much significance should we ascribe to cross-country differences in geographical characteristics? How much should we ascribe to differences in the quality of institutions? For each question, we will explore both theoretical and empirical approaches, ranging from formal models to qualitative historical evidence to cross-country growth regressions. We will debate the usefulness of these different approaches for development policy and will discuss the reasons why so many questions about economic growth remain difficult to answer.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, one midterm exam, and a final exam

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 32

**Enrollment Preferences:** junior and senior economics majors only; this is a core course in the master's program at the CDE, so undergraduate enrollment is very limited and requires instructor's permission

**Expected Class Size:** 30-32

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Quamrul H. Ashraf

### **ECON 502 (F) Statistics/Econometrics**

This course focuses on basic methods of bringing economic theory and data together to provide empirical guidance for policy formulation, including use of computers in econometric analysis. This course covers techniques of econometric analysis using a moderate level of mathematical exposition.

**Requirements/Evaluation:** problem sets, group project, midterm exam, final exam.

**Prerequisites:** admission depends on previous background in statistics and mathematics

**Enrollment Limit:** 19

**Enrollment Preferences:** Limited to CDE students

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** COGS Related Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Anand V. Swamy

### **ECON 503 (F) Statistics/Econometrics: Advanced Section**

The course introduces students to the statistical methods used by economists, including those studying policy questions. The focus is on applications. Students will also work with Stata, a software widely used by economists.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, midterm exam, small project, and a final

**Prerequisites:** admission depends on previous background in statistics and mathematics

**Enrollment Preferences:** limited to CDE students

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Owen Ozier

### **ECON 504 (F) Public Economics in Developing Countries**

This class is about microeconomic and empirical analysis of government expenditure programs in developing and transitional countries. It provides tools for understanding the effects of government policies, as well as a useful conceptual framework for analyzing normative questions such as "what role should government play in the economy" and "what is a good policy?" The course begins by considering the efficiency of market economies, and rationales for government intervention in the market, such as public goods, externalities, information-based market failures, imperfect competition, and equity. We also consider ways that human behavior might deviate from perfect rationality, and what that might imply for policy. Along the way, we apply these concepts to various examples of policy issues, including, among other things, the environment, education, health, infrastructure, security, social insurance, and aid to the poor. We then turn to the general question of how to make the government work better, addressing questions such as the following. When is it better to have the government own and produce things, and when is it better to privatize? What are the incentives of politicians and government employees, and how does the design of political and budgetary institutions affect the degree to which they serve the public interest? How should responsibilities be divided up between the central government and local governments, and what are the advantages and disadvantages of "decentralization?" What can be done to improve the delivery of basic services? For example, how might one address problems of corruption and absenteeism? Throughout the course, we consider examples of empirical research, and to facilitate this, we will occasionally introduce econometric tools that are particularly useful for microeconomic policy evaluation.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, one 10-page paper, a midterm, and a final exam

**Prerequisites:** ECON 110; in addition, an empirical methods course (POEC 253, ECON 255, 502 or 503, or STAT 346) must be taken before or concurrently with this class; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 35

**Expected Class Size:** 30-35

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Jon M. Bakija

### **ECON 505 (F) Developing Country Macroeconomics I: Theory**

The macroeconomic structures of developing countries tend to be very different from those in high-income countries, and their macroeconomic policy environments also differ in important ways from those in rich countries. This course is intended to introduce students to a set of models that is particularly suitable for analyzing macroeconomic performance in developing countries, as well as to develop some analytical tools that help us understand why such countries have often experienced a variety of macroeconomic crises, including sovereign debt, currency, and banking crises.

**Requirements/Evaluation:** two hour tests and a comprehensive final exam

**Prerequisites:** ECON 251 and 252; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:20 am Peter J. Montiel

### **ECON 506 (F) Fundamentals of Developing Country Macroeconomics**

This is a practically oriented course in macroeconomic theory and policy. It begins with a review of core concepts and definitions. It then discusses the contributions of households and firms to aggregate production and spending. Next is an introduction to monetary and fiscal policy. It goes on to develop a complete macro model, which is then used to discuss some of the monetary, fiscal and exchange rate policy issues faced by developing and emerging market economies. The class is offered as an alternative to Econ 505 for those not intending to specialize in macroeconomics.

**Requirements/Evaluation:** two hour tests and a comprehensive final exam

**Prerequisites:** none; enrollment limited to CDE students

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:20 am Hali J. Edison

### **ECON 507 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

**Secondary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

### **ECON 508 (S) Skills for a Modern Economy and How to Pay for Them**

**Cross-listings:** ECON 508 ECON 308

**Primary Cross-listing**

Skills are a major driver of economic growth. The skills gap between rich and poor countries explains many of their income differences. The skills gap is a determinant of structural change, the process by which economies grow certain sectors (like manufacturing and services) and shrink others (like agriculture) in the process of achieving high-income country status and reducing poverty. The skills gap both affects and is affected by every other aspect of the economy: agricultural productivity, health, poverty rates, and fiscal capacity. This course will examine the economic policies that are essential for nations to upgrade the skills of their workforce, including the fiscal policies to finance those investments. The course will also explore complementary economic policies--in areas from labor markets to agriculture to healthcare--that allow maximum returns to skills investments.

**Class Format:** Students will meet the professor in pairs, approximately one hour each week.

**Requirements/Evaluation:** During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

**Prerequisites:** For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows, Economics majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 508 (D2) ECON 308 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA David K. Evans

### **ECON 510 (S) Financial Development and Regulation**

**Cross-listings:** ECON 352 ECON 510

**Primary Cross-listing**

This course focuses on the financial system in developing countries and its role in economic development. The first part explores the functions of finance, how it contributes to growth and poverty alleviation, as well as examines what can be done to increase financial inclusion. What are the key parts of the infrastructure that are needed to improve access to financial services, including via 'fintech,' which is taking off in many developing countries? We will look at experiences with financial sector repression and subsequent liberalization and investigate the causes and impact of financial crises, as well as how to manage them. Then we will study how to make finance effective in dealing with a variety of risks facing societies, including aging and climate change. A key focus will be how to prevent or minimize crises, analyzing government's role as regulator, supervisor, standard setter, contract enforcer, and owner, including how regulation should respond to climate risk. In this final part, attention will be devoted to the role of institutions (laws, norms, culture) and incentives in financial sector development.

**Class Format:** discussion

**Requirements/Evaluation:** Midterm, participation in class discussion and formal in-class debates, and a final research paper.

**Prerequisites:** For undergraduates, Econ 110, 120, and POEC 253 or ECON 255; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 20

**Enrollment Preferences:** CDE students, as well as undergraduates interested in the role of the financial system in low and middle-income countries.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 352 (D2) ECON 510 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Gerard Caprio

### **ECON 514 (S) Tax Policy in Global Perspective (QFR)**

**Cross-listings:** ECON 514 ECON 389

#### **Primary Cross-listing**

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Requirements/Evaluation:** midterm exam, several problem sets, two 10-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 514 (D2) ECON 389 (D2)

**Quantative/Formal Reasoning Notes:** The course builds on other QFR Reasoning econ classes.

**Attributes:** POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

### **ECON 515 (S) Developing Country Macroeconomics II: Institutions and Policy Regimes**

**Cross-listings:** ECON 515 ECON 359

#### **Primary Cross-listing**

Developing countries must confront a number of macroeconomic challenges that industrialized countries do not have to contend with: exchange rate volatility, large capital flows and commodity price fluctuations, for example. Building on ECON 505, this course examines these issues from both theoretical and empirical standpoints. The focus will be on the design of monetary, fiscal and exchange rate policies and institutions to enhance

macroeconomic stability, and create an environment conducive to growth.

**Requirements/Evaluation:** two midterms and a final project

**Prerequisites:** ECON 505 or 506; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 515 (D2) ECON 359 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Kenneth N. Kuttner

### **ECON 516 (S) International Trade and Development**

**Cross-listings:** ECON 516 ECON 366

#### **Primary Cross-listing**

This course will examine the causes and consequences of globalization and its implications for less-developed countries. We will study the classic models of international trade and discuss the empirical relevance of these theories. In addition, we will focus on other dimensions of globalization that are of particular importance to developing countries such as trade and education, emigration, brain drain, remittances, foreign direct investment, trade policies, infant industry protection, trade and growth, the resource curse, and trade agreements.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, midterm, presentation, and final

**Prerequisites:** ECON 251 and ECON 255; undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 516 (D2) ECON 366 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC International Political Economy Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Will Olney

### **ECON 519 (S) Population Economics**

**Cross-listings:** ECON 380 ECON 519

#### **Secondary Cross-listing**

This course is an introduction to the economic analysis of demographic behavior and the economic consequences of demographic change. An important aim is to familiarize students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy. The course demonstrates the application of microeconomic theory to demographic behavior, including fertility, marriage, and migration. Students are introduced to basic techniques of demographic measurement and mathematical demography. Selected topics include the economic consequences of population growth in developing countries, the economics of fertility and female labor force participation, the effects of an older age structure on the social security system, and the relationship between population growth and natural resources.

**Requirements/Evaluation:** at least one exam, a research paper and a class presentation

**Prerequisites:** ECON 251; POEC 253 or ECON 255 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, students will be asked to submit a brief statement of interest.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 380 (D2) ECON 519 (D2)

**Attributes:** PHLH Social Determinants of Health

Not offered current academic year

### **ECON 521 (S) Incentives and Development Policy**

**Cross-listings:** ECON 521 ECON 372

#### **Primary Cross-listing**

Why isn't the whole world developed? This course (and instructor) is of the opinion that the difficulty of getting incentives right is the key source of inefficiency. The course therefore studies how limited enforcement and asymmetric information constrain development, and about innovative development designs that attempt to overcome these constraints. The course readings will be a mix of field studies, empirical evidence and theoretical tools from game theory. Incentive and corruption problems in health, education, the regulation of banks and natural monopolies, privatization, budgeting, debt forgiveness, foreign aid, microfinance, climate treaties and ethnic violence will be studied using a unified framework. Note: this course was developed to address issues that arise in the countries represented at the CDE.

**Requirements/Evaluation:** two hour-long tests and a final policy project

**Prerequisites:** undergraduate enrollment limited and requires instructor's permission

**Enrollment Limit:** 19

**Enrollment Preferences:** intended for CDE Fellows

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 521 (D2) ECON 372 (D2)

Not offered current academic year

### **ECON 522 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

#### **Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

### **ECON 523 (S) Program Evaluation for International Development**

**Cross-listings:** ECON 523 ECON 379

#### **Primary Cross-listing**

Development organizations face strict competition for scarce resources. Both public and private organizations are under increasing pressure to use rigorous program evaluation in order to justify funding for their programs and to design more effective programs. This course is an introduction to evaluation methodology and the tools available to development practitioners, drawing on examples from developing countries. It will cover a wide range of evaluation techniques and discuss the advantages and disadvantages of each. The course is a mix of applied econometrics and practical applications covering implementation, analysis, and interpretation. You will learn to be a critical reader of evaluations, and to develop your own plan to evaluate an existing program of your choice.

**Requirements/Evaluation:** Empirical exercises, exams, writing assignments, and collaborative projects

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503)

**Enrollment Limit:** 20

**Enrollment Preferences:** CDE Students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 523 (D2) ECON 379 (D2)

**Attributes:** PHLH Methods in Public Health POEC Comparative POEC/Public Policy Courses

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Pamela Jakiela

### **ECON 524 (S) Advanced Methods for Causal Inference**

**Cross-listings:** ECON 524 ECON 474

#### **Secondary Cross-listing**

How do we estimate the causal effect of a policy on an outcome? Building on a basic understanding of econometrics and statistics, this methodology course will take students through several applied microeconomic techniques for answering this question. Students will be expected to use statistical software throughout, as we explore the inner workings of these methods and the assumptions required for them to deliver credible estimates. We will discuss the randomized trial and its variants, then cover difference-in-difference, regression discontinuity, and instrumental variables. We will discuss historical roots of modern methods, and will explore newer alternatives to the most commonly used kinds of statistical tests.

**Class Format:** Students will work on laptops in class. Students without laptops should borrow them from the library. Some prior knowledge of either Stata, R, Matlab, or other mathematical/statistical software is essential.

**Requirements/Evaluation:** Grades are principally based on problem sets, participation in the in-class activities, one in-class exam, and a final replication project.

**Prerequisites:** Econ 251 and either Econ 255 or Stat 346. CDE Fellows should have taken ECON 502 or 503.

**Enrollment Limit:** 19

**Enrollment Preferences:** Junior and senior Economics majors. CDE Fellows require the instructor's permission.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 524 (D2) ECON 474 (D2)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Owen Ozier

### **ECON 532 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532 ECON 375

#### **Primary Cross-listing**

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 532 (D2) ECON 375 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Michael Samson

### **ECON 534 (S) Long Term Fiscal Challenges**

This tutorial will address the conceptual and theoretical issues that confront policy makers when they face policy challenges that are likely to emerge only over the medium- to long-term and that have important budgetary implications. It will explore the strategies and approaches that a number of countries have attempted to develop to bring the long-term into their current policy and budgetary planning processes. Students will be exposed to different long-term challenges that have important budgetary implications, including aging populations, health care, climate change, energy and

infrastructure, artificial intelligence, and water. The course will consider the specific policy challenges that arise for each and the ways in which different countries are addressing them.

**Requirements/Evaluation:** students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** permission of instructor for undergraduates

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE students and undergraduates with permission of the instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ECON 538 (S) Resilience and Macroeconomic Policy**

Despite tremendous improvements in combating global hunger and child mortality, an increasing number of the world's population continue to live in fragile conditions, buffeted by climate change, conflict, forced migration, weak governance, and state inability to deliver basic services to its citizens. Setting macroeconomic policy is difficult in such countries. Not only are decisions affected by policymakers' distorted incentives and governments' internal conflicts, fragility also weakens policy transmission mechanisms and constrains policy spaces. This course aims at identifying the causes and consequences of fragility and at discussing how policies should be changed to enhance resilience in such countries. The course will, first, look into the definition and characteristics of fragility, its numerical representation, and its causes and main consequences. The course will also highlight how policy is made in states of fragility, in particular, fiscal policy, monetary policy, exchange rate policy, export promotion policy, etc.), as well as consider policy interactions. Finally, the course will focus on efforts to mitigate fragility and enhance resilience in such countries, including the role of structural policies and that of international financial institutions.

**Requirements/Evaluation:** Students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students. The required text is "Macroeconomic Policy in Fragile States," edited by Ralph Chami, Raphael Espinoza, and Peter Montiel, 2021, OUP.

**Prerequisites:** ECON 252 and ECON 255

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

TUT Section: T1 TBA Ralph Chami

### **ECON 540 (F)(S) Research Studies**

In this course, each Fellow carries out an individual research study on a topic in which they have particular interest, usually related to one of the three seminars. The approach and results of the study are reported in a major paper. Research studies are analytical rather than descriptive and in nearly all cases include quantitative analyses. Often the topic is a specific policy problem in a Fellow's own country.

**Class Format:** research

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Anand V. Swamy

Spring 2023

IND Section: 01 TBA Anand V. Swamy

### **ECON 545 (S) Growth Diagnostics (QFR)**

**Cross-listings:** ECON 545 ECON 345

#### **Secondary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 545 (D2) ECON 345 (D2)

**Quantative/Formal Reasoning Notes:** The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

### **ECON 548 (S) Human Capital and Development**

**Cross-listings:** ECON 548 ECON 348

#### **Secondary Cross-listing**

Children around the world face unequal opportunities to attend school, and to learn. This course will introduce students to economic studies of education, focusing on pre-school through high school. The course will mainly cover research in low-income and middle-income countries, but will also discuss connections to policy debates in the United States and elsewhere. Topics will include the importance of early-life conditions and investments; the connections between health and education; the roles of information, incentives, inputs, and technology; research methods; and decisions between policy options. Students in this course will analyze data themselves, and will critically read published research.

**Requirements/Evaluation:** Grades are principally based on readings questions, problem sets, two in-class exams, and short presentations by students.

**Prerequisites:** ECON 255, POEC 253, STAT 346, or permission of the instructor. CDE Fellows should have taken ECON 502 or 503.

**Enrollment Limit:** 20

**Enrollment Preferences:** Economics majors and CDE Fellows

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 548 (D2) ECON 348 (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Owen Ozier

### **ECON 570 Data Science for Economic Analysis**

The goal of data science is to use empirical information from a broad range of sources to improve our understanding of the world around us. Economists increasingly rely on the tools of data science to access novel sources of data and information, characterize the economic environment, and conduct empirical analysis. This course provides hands-on introduction to data science tools most relevant for economic analysis including data visualization, exploratory data analysis, and statistical learning. The objective of the course is to help students: (i) formulate economic research questions that can be explored using data science tools, (ii) identify sources of data and prepare data for analysis, (iii) produce persuasive visualizations, and (iv) analyze data using both classical statistics and machine learning.

**Class Format:** The course includes traditional lectures, interactive activities in both Stata and R, and in-class presentations by students. Some prior knowledge of either Stata or R is helpful, but not required.

**Requirements/Evaluation:** Grades are based on in-class participation and performance on two take-home exams as well as problem sets and data visualization/analysis projects.

**Prerequisites:** ECON 255 or STAT 201, STAT 202, or STAT 346 or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D2)

Not offered current academic year

### **ECON 571 (S) Global Health Policy Challenges**

**Cross-listings:** ECON 571 ECON 381

Secondary Cross-listing

Poor health is both a cause and a consequence of poverty. It can trap individuals in poverty and reduce aggregate economic growth. This course will be structured around major global health challenges, including maternal health, infectious diseases (e.g. HIV/AIDS, tuberculosis, COVID), neglected tropical diseases (e.g. malaria, dengue, Ebola), nutritional deficiencies, and mental health. We will focus primarily, but not exclusively, on health in low-income countries in this course. Students will read papers and conducted empirical assignments related to the various topics, as well as develop their own research idea during the semester related to one of the topics covered.

**Requirements/Evaluation:** empirical problem sets, midterm exam and a substantive research paper that includes some analysis of existing data

**Prerequisites:** ECON 251 and (POEC 253 or ECON 255 or STAT 346) or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** juniors and sophomores

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 571 (D2) ECON 381 (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 W 7:00 pm - 9:40 pm Susan Godlonton

## **Winter Study -----**

### **ECON 11 (W) Economics of Crime: Breaking and Entering Criminology Using Economic Tools**

Criminology is defined as the interdisciplinary study of crime and the criminal justice system. However, as recently as 1990, economists did not regularly study crime. That has since changed, with an explosion of papers and courses in a new crime subfield, created in part by the excitement around Steven Levitt's book *Freakonomics*. This class, taught by a contemporary of Levitt (same age, much less famous) will be a celebration of the excitement that comes from applying economic ideas to new topics. Topics covered will include organized crime, illegal drug markets, marijuana legalization, criminal history background checks for employment, and plea bargaining. Where appropriate, the economics of crime will be contrasted with more traditional sociological approaches to the study of crime. Some of the topics will feature research by the instructor, who will also share insights on ongoing policy developments in criminal justice. There will be no lectures - students will spend class time in permanent 5-6 member teams using economics to solve puzzles and exercises, and competing against other teams in a game show format. The winning team gets bragging rights and the opportunity to name the class snow-bandit, to be made in the last week as a class project. Classes will meet twice a week for 3.5 hours a class. Out of class activities will include watching movies about crime, listening to podcasts, reading no more than 2 articles per week and making the class snow bandit. The final week will include virtual classroom visits from recent Williams graduates who have gotten their PhD's in economics and who specialize in the economics of crime, including Drs. Jen Doleac, Alex Albright, and Emma Harrington. Students are expected to have a working knowledge of micro-economics, at the level of a college Principles of Microeconomics class. Class attendance is mandatory - teams will ensure member preparation and participation with appropriate economic incentives.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** Principles of Microeconomics

**Enrollment Limit:** 30

**Enrollment Preferences:** The Instructor preference is for an equal number of students by class year. If the class is over-enrolled, selections will be made that will create relative equal number of students per class year.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Shawn Bushway is a Professor of Criminal Justice/Public Administration and Policy at the University at Albany. He recently finished a 3 year stint at the think-tank RAND. He is a nationally recognized expert on background checks and sentencing.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TF 1:00 pm - 3:50 pm Shawn D. Bushway

### **ECON 12 (W) Sports Economics**

This course explores topics in sports economics, a field that covers both how economics can help explain puzzling aspects of sports and how sports can inform our understanding of economics. In small groups, students will identify an empirical question, review the existing literature, gather appropriate data, and use econometric tools to answer the question of interest. I am flexible on the topic and encourage you to pursue an idea that you are interested in! Students need to have taken Econometrics (Econ 255 or a suitable replacement) and the statistical software package STATA will be used for the analysis. The resulting research project, including both a paper and a class presentation, is due at the end of Winter Study.

**Requirements/Evaluation:** A 10-page paper; Short paper and final project or presentation; Final project or presentation

**Prerequisites:** Econ 255

**Enrollment Limit:** 12

**Enrollment Preferences:** Those that have taken Econ 255

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ECON 13 (W) Introduction to Impact Investing**

The Introduction to Impact Investing course provides students with an overview of the entire spectrum of investing approaches used by impact investors. This is done through a combination of cases and lectures by the professor, and guest presentations by leading impact investors and thought leaders. The course will touch on several key elements of each area of impact investing including: ESG, Private Equity, Venture Capital, Mission and Program Related and Impact First. In each area the class will discuss in detail: market participants, sectors, investment selection and structuring; financial and social impact return. The class will culminate in the students preparing an investment landscape/opportunity study for an impact investor. This course is designed for students interested or planning to pursue a career in traditional investment management who want to understand this new field, and for students looking to enter the field of impact investing or social enterprise.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Daniel is currently a Managing Director at Habitat for Humanity International (HFHI). In this role he manages HFHI's domestic impact investing efforts which include \$250MM+ in private debt investments in Habitat affiliate projects across the country.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Zorin Daniel Gura

### **ECON 14 (W) Sports Team Ownership and Use of Data Analytics**

Students will learn about the ownership and operation of a sports team and, most importantly, the complex decisions and data analytics employed to make business decisions. Specifically, this course will explore the following areas: - The Fundamentals of the Business of Professional Minor League Sports Franchises - The Application of Data Analytics and Business Intelligence in Sports Management - Understanding the Customer (the Fan) - The Social and Economic Impact of a Minor League Sports Franchise The course will encompass elements of economics, math, data analytics, marketing and communications. It also is likely to address leadership, organizational design, ethics, strategic planning, diversity and culture. With regard to the pedagogical approach, the course will involve (i) reading of a sports management and/or sports analytics text book, case studies and sports business journals, (ii) listening to podcasts, (iii) engaging with guest speakers, (iv) participating in class discussions and debate with the instructor regarding his own real-world experience as a minor league sports team owner, (v) some engagement of the Socratic method as case studies are discussed and debated, and (vi) writing of a short paper and a two-person presentation of a "real world" project. Text Book: Sport Business Analytics, Keith Harrison & Scott Buckstein Case Studies: Oakland Athletics: Reinventing the Fan Experience and Business Model by Dave Rochlin (UC Berkeley) The Kitchener Rangers Hockey Club: Skating into the Future by Karin Schnarr, Mathew Krizmanich, Chelsea Lee (Ivey Publishing) The Springfield Nor'easters: Maximizing Revenues in the Minor Leagues by Frank V. Cespedes, Laura Winig, Christopher H. Lovelock (Harvard Business School) Podcasts: SBJ Unpacks Other Sources: Sports Business Journal Issues

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 26

**Enrollment Preferences:** upper classes, but would love a balance of genders

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Todd W. Halloran (P'21 & '24) is a Senior Advisory Partner at private equity firm Freeman Spogli & Co., and Exec Chairman & principal owner of minor league hockey franchise South Carolina Stingrays & minority owner of AA baseball team NH FisherCats.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 WR 1:00 pm - 2:50 pm Todd W. Halloran

### **ECON 15 (W) Introduction to Management Consulting**

This course provides a broad overview of the management consulting industry from the perspective of an experienced practitioner. The objectives of the class are to provide a real world view as to what consultants do and to help prepare students who are considering joining a management consulting firm post-Williams. The class will begin with a broad discussion of the differences in the types of business consulting and how management consulting firms are utilized by corporations and private equity firms. The next section will introduce the complexities in developing successful business strategies and review common frameworks for structuring strategic analysis. Students will then be provided instruction on (and practice with) the tools utilized by strategy consultants to analyze markets, evaluate competitive environments, synthesize customer information, and perform financial analysis in order to develop growth strategies. Additionally, one class session will be devoted to tips for getting a job in management consulting including how to ace case interviews. The final small group project will entail the development and delivery of a consulting presentation for a business with a strategic need.

**Requirements/Evaluation:** Short paper and final project or presentation; Homework and class participation

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** If the class is over enrolled, I will have students respond to a few questions via e-mail and I'll select the matriculants based on responses.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Peter McKelvey '86 was with L.E.K. Consulting for 29 years including leading the Boston office and Private Equity practice and serving 6 years as President of the Americas Region. He holds a BA from Williams and an MBA from Wharton.

**Materials/Lab Fee:** \$60

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 12:50 pm Peter McKelvey

### **ECON 17 (W) Who Decides Your Pay?**

Most of us must work to earn a living. As a result, we are keenly aware of our pay. But who decides that pay, and how? Many analyses of the labor market have assumed it is perfectly competitive, with firms compelled to pay a prevailing market wage or salary. Recent evidence has demonstrated this assumption is not just wrong, but badly so. Firms have considerable power to set the wages of their employees. This course studies the forces that give firms wage-setting power and the effects of such power on labor market outcomes. It will also address the question of what workers can do to limit employer power. Eric Posner's *How Antitrust Failed Workers* and Alan Manning's *Monopsony in Motion* will be the primary books. Additional readings will include policy documents from the US Department of Justice, the US Treasury, and think tanks, plus John Kenneth Galbraith on countervailing power. Class meetings (6hr/week) will focus primarily on discussion, but some will be dedicated to statistical exploration of real labor market data. Out-of-class activities will include reading, simple data analysis, and an interview. The course will conclude with groups presenting case studies of employer wage-setting power or employee efforts to reduce that power (e.g. unionization drives).

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 1:00 pm - 3:50 pm Matthew Gibson

**ECON 18 (W) Start-Up Operations: What they don't teach you in school!**

Many entrepreneurs begin their respective journeys with very little prior experience or industry knowledge -- they just go for it! In this course, we'll take a dive into what it takes to found and run a small food and beverage business. We'll start at ground zero and work our way through the components of operating a small business. From production runs to logistical challenges, we will cover it all. This course explores all aspects of running a business outside of that traditionally taught in textbooks. Balance sheets and income statements are very important, but so are supplier negotiations, process flows, and the inevitable need to solve daily logistical challenges. After this course, the only thing left to do is give entrepreneurship a try for yourself. Find something you're passionate about, roll your sleeves up and see what happens -- I'm sure you'll be glad you did. This course will feature frequent guest lectures by entrepreneurs who will share their experiences on topics covered each week. Students will be able to interact, learn and take away a wealth of knowledge from industry experts.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** General interest in entrepreneurship

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Passionate food and beverage professional with a focus on small start-up operations. Operated multiple businesses from infancy to \$10mm in revenue.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TR 4:00 pm - 7:00 pm Alex Englert

**ECON 19 (W) From Rockefeller to Renewables: 150 Years of US Energy Disruption**

In 2000, the United States was the world's largest energy importer. By 2020, the US defied all expectations and became a net energy exporter. What accounts for this strategically disruptive transformation, and what are its long-term implications for the US and global transitions to cleaner energy? To be sure, US shale production technology, aka "fracking," has been a critical driver. In addition, renewable energy (wind, solar, storage) and conservation have also played important parts. This course starts with a historical perspective, examining the roots of the modern energy industry via John D Rockefeller's terrific autobiography. We then study the evolution of global supply and demand for oil, natural gas, renewables, and electricity including the fundamental roles of marginal cost curves and market price signals, especially in the US. Which US disruptions and their disrupters have been most important? What will the next chapter of the US energy transition look like? In addition, we will examine the role of global geopolitics and energy, including the energy market chaos resulting from Russia's invasion of Ukraine. Course includes: 1) team debate where students pair-up, select a topic from current energy issues, and then be randomly assigned to defend one side of the issue; 2) 5 page paper.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Econ and environmental science majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** James F. Clark is a Partner with Sound Shore Management, Inc. where he is on the investment team and Chair of the ESG Committee. Previously, Jim was at Credit Suisse First Boston where he was Managing Director, Director of Research.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 W 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm James F Clark

**ECON 20 (W) Financial Accounting: Concepts, Methods, and Uses**

This course will provide an introduction to the concepts, principles and practices used in preparing financial statements for businesses--the balance sheet, income statement, statement of cash flows, and statement of owners' equity. Building on this foundation, the course will move on to how these financial statements are used by managers to make decisions about capital expenditures and other key aspects of running a business. Additionally, the course will examine how analysts evaluate financial statements to assess the health of a firm, and to decide on whether to invest in a company or divest existing holdings. Emphasis will be on the practical skills needed to understand the relationship among accounting, finance, and economics. Spreadsheets will be used to perform "what-if" and other analysis based on the underlying financial statements listed above. This course also will link the theories of the firm presented in economics courses, with the real-world aspects of managing a business as an insider; as well as evaluating a business from the outside as an analyst. There will be a textbook, as well as case studies, and current events related to accounting as presented in periodicals such as the Wall Street Journal and information sources like CNBC. Given the nature and depth of the material, you should plan on committing about 20-24 hours per week to the course, including 8 hours a week of classroom time--likely two hours mid-morning, Monday through Thursday. Evaluation will be based on: Accounting Problems from the textbook and using spreadsheets Case Studies (2 or 3) Final Exam to unify the concepts

**Requirements/Evaluation:** Problems, Case Studies, and a Final Exam

**Prerequisites:** Econ 110

**Enrollment Limit:** 30

**Enrollment Preferences:** If the course is over-enrolled, preference will be based on time at Williams with preference for those with more advanced standing

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTWR 10:00 am - 11:50 am Neal J. Rappaport

**ECON 22 (W) Volunteer Income Tax Assistant**

This experiential course provides students with the opportunity to explore public policy through training and work as volunteer income tax preparers for low-income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10-page analytic essay or serving as volunteer tax preparers for local clients of the Berkshire Community Action Council. Classes will center around lab sessions where students will progress through the self-paced IRS "Link and Learn" online tax preparer training program that leads to certification. We will also hold a number of lecture/discussion sessions. These will offer a brief overview of the U.S. income tax and its history, as well its relationship to U.S. social policy (especially policy towards lower-income households). This year's course is co-taught by a behavioral economist, and thus some class time will also be devoted to discussing the psychological aspects of filing taxes, both when filing for yourself and when serving as a volunteer assistant for low-income clients. In summary, class time will be a mix of (1) working through the self-paced online training program, and (2) discussing relevant policy and program context. Note: This course satisfies the Political Economy Major Experiential Learning requirement.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TWR 1:00 pm - 2:50 pm Matthew Chao

### **ECON 23 (W) Investing with Purpose: The Planning and Practice of Endowment Investing**

Are you eager to learn about investing? Or perhaps you are interested in non-profits and want to understand how endowments support their mission? Maybe you've thought about a potential career in finance, but want to know the difference between asset management and investment banking? ECON 23 is open to students of all majors and backgrounds; students with no prior experience are welcome and encouraged to apply. ECON 23 is designed to introduce students to investing and equip students with key industry knowledge and skills. The course is taught by the Williams College Investment Office team, who oversee the college's \$4.2 billion endowment. We'll start with an introduction to the role that the endowment plays in supporting the college's mission. Next, the course will cover different investment assets including equity, hedge funds, venture capital, private equity, fixed income, and impact investing. Students will receive a brief overview of accounting and will have the opportunity to learn about different career paths in finance. Through discussions, readings, and a group case study, students will apply skills learned. Students will learn from practicing investment professionals through guest speakers and will gain practical skills in excel through training and project work. Students are expected to attend all on-campus classes (approx. 6 hours/week) and must complete a set of relevant readings, weekly journal entries, an introductory excel course, and a group case study exercise. Students are required to attend a day-long field trip to Boston to meet the Investment Office team and other guest speakers. The course is open to first-years, sophomores, and juniors. To apply, please send an email with your resume and a short personal statement discussing why you are interested in this course and what you hope to gain from it to [investmentoffice@williams.edu](mailto:investmentoffice@williams.edu) by 11:59 PM on Sunday, October 23, 2022.

**Requirements/Evaluation:** class attendance, participation, and completion of assignments, which include a group case study, weekly journal entries, and an excel workbook

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Email [investmentoffice@williams.edu](mailto:investmentoffice@williams.edu) your resume and a short statement discussing why you are interested in the course and what you hope to gain from it by 11:59 PM ET on Sunday, October 23, 2022. If overenrolled, students will be selected via Zoom calls.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Abigail Wattley serves as Deputy Chief Investment Officer for Williams College. Previously, she was a Senior Consulting Associate at Cambridge Associates. She holds an M.B.A. from Harvard Business School and a B.A. in Economics from Williams College.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Abigail G. Wattley

### **ECON 24 (W) The Economics, Geography and Appreciation of Wine**

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others.

**Requirements/Evaluation:** final project or presentation and a blind tasting exam

**Prerequisites:** none, but students must be 21 years old on or before the first day of class

**Enrollment Limit:** 10

**Enrollment Preferences:** Mix of academic record and diversity of backgrounds and interests. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$300

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 7:00 pm - 10:00 pm Peter L. Pedroni

### **ECON 26 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis**

**Cross-listings:** ECON 52 ECON 26

#### **Secondary Cross-listing**

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis

**Requirements/Evaluation:** two 10-page papers and final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 52 ECON 26 (D2)

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Michael Samson

### **ECON 28 (W) Product Management and Solution Design**

In this course, students will work in small teams to design a software product that solves a problem of their choosing. To support this endeavor, we will examine, critique, and apply methodologies intended to solve these problems, including those developed by Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Students will learn to act as effective product managers, achieving alignment between business, technology, and UI/UX design. Such alignment is crucial given that technology projects often fail not because of the quality of technical engineering but due to misalignment in these three areas. Google Glass failed to account for its price tag, fashion, and the privacy panic. The initial Obamacare website failed to address management issues and predict the volume of website visitors. Flexcube failed to update and incorporate users into the design of their product, resulting in a \$500 M UX mistake for Citi bank. These organizations did not identify the right problem, or did not build the right solution. The underlying conflict is IT teams like to be told what to build, but users often do not know what they want or how to express it. We will learn how product managers and their interdisciplinary teams can bridge that gap.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students are asked to submit a brief letter describing why they are interested in the course and what they hope to get out of it. To be considered, please email your submission to [vincent.mcnelis@dataart.com](mailto:vincent.mcnelis@dataart.com) by 11.13.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Allan joined DataArt in 2014 through the acquisition of AW Systems, where he was a founding partner, and instrumental in developing the Solution Design Framework Methodology, a process designed to guide large-scale/complex technology projects to success. Allan now heads DataArt's Solution Design consulting group as well as their product management competency.

**Materials/Lab Fee:** \$6

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

### **ECON 29 (W) Infrastructure Policy in Developing Countries**

**Cross-listings:** ECON 51 ECON 29

**Secondary Cross-listing**

This is a CDE winter term course, open to undergraduates as well. Students will be introduced to policy-making challenges of infrastructure, with a focus on developing countries. Students will read articles and case studies on how different countries have sought to address infrastructure challenges through policy interventions. Through these, students are expected to develop an appreciation for different elements of infrastructure policy, and how countries have succeeded -- or not -- in using policies to meet their objectives. The course will touch on evolving energy technologies, different transportation sectors, public-private partnerships, infrastructure financing and the impacts of climate change. Case examples will be drawn a range of from developing countries, covering Latin America, Africa, the Middle East and Asia. Students are expected to participate actively in class discussions, and will write a paper and deliver a team presentation on ways in which infrastructure challenges can be approached in a country of choice.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference for CDE students

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Bernard Sheahan has 30 years of experience in development, including leading the infrastructure practice of the World Bank's International Finance Corporation. He teaches at Georgetown and Williams, and lectures extensively at different venues.

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 51 ECON 29

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWF 10:00 am - 12:50 pm Bernard Sheahan

### **ECON 30 (W) Honors Project: Economics**

The "Specialization Route" to the degree with Honors in Economics requires that each candidate take an Honors Winter Study Project in January of their senior year. Students who wish to begin their honors work in January should submit a detailed proposal. Decisions on admission to the Honors WSP will be made in the fall. Information on the procedures will be mailed to senior majors in economics early in the fall semester. Seniors who wish to apply for admission to the Honors WSP and thereby to the Honors Program should register for this WSP as their first choice. Some seniors will have begun honors work in the fall and wish to complete it in the WSP. They will be admitted to the WSP if they have made satisfactory progress. They should register for this WSP as their first choice.

**Class Format:** honors project

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Sarah A. Jacobson

### **ECON 31 (W) Honors Thesis: Economics**

To be taken by students participating in year-long thesis research Economics 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Sarah A. Jacobson

### **ECON 51 (W) Infrastructure Policy in Developing Countries**

**Cross-listings:** ECON 51 ECON 29

#### **Primary Cross-listing**

This is a CDE winter term course, open to undergraduates as well. Students will be introduced to policy-making challenges of infrastructure, with a focus on developing countries. Students will read articles and case studies on how different countries have sought to address infrastructure challenges through policy interventions. Through these, students are expected to develop an appreciation for different elements of infrastructure policy, and how countries have succeeded -- or not -- in using policies to meet their objectives. The course will touch on evolving energy technologies, different transportation sectors, public-private partnerships, infrastructure financing and the impacts of climate change. Case examples will be drawn a range of from developing countries, covering Latin America, Africa, the Middle East and Asia. Students are expected to participate actively in class discussions, and will write a paper and deliver a team presentation on ways in which infrastructure challenges can be approached in a country of choice.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference for CDE students

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Bernard Sheahan has 30 years of experience in development, including leading the infrastructure practice of the World Bank's International Finance Corporation. He teaches at Georgetown and Williams, and lectures extensively at different venues.

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 51 ECON 29

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWF 10:00 am - 12:50 pm Bernard Sheahan

### **ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis**

**Cross-listings:** ECON 52 ECON 26

#### **Primary Cross-listing**

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze

public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis

**Requirements/Evaluation:** two 10-page papers and final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 52 ECON 26 (D2)

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Michael Samson

### **ECON 53 (W) Data for Development**

Recently we have experienced an explosion in publicly available data sources that can be helpful to inform development research. This course is designed to provide hands-on experience using microeconomic data to assess trends in key indicators used to measure progress towards the sustainable development goals. The course will build students' skills in finding, accessing and using various data sources. It will also expose students to the range of new types of data for development. Students will build skills in data cleaning, data manipulation and data visualization techniques. The course will use Stata, and most of the course will involve hands-on in-class data workshops, interspersed with some lectures and readings. Each student will focus on a low- or middle-income country of their choice and produce a policy report using the data skills acquired during the course.

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** CDE preference

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Susan Godlonton

### **ECON 54 (W) Macroeconomic Policy Analysis: A Practitioner's Perspective**

This is an introduction to the analysis of macroeconomic policy issues, especially monetary, fiscal and exchange rate policy. We will focus on the data, metrics and techniques that financial markets analysts/economists use in assessing the macro conditions of countries. The goals are threefold: (1) to become familiar with some of the analytical tools used in macroeconomics, (2) to be able to understand and critique empirical macro research, and (3) to practice the writing and presentation skills used in policy analysis. The emphasis will be on practical issues, such as working with macro data, rather than on formal econometric methods.

**Requirements/Evaluation:** Several short policy analysis briefs

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment is restricted to the CDE students

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

SEM Section: 01 MWR 10:00 am - 11:50 am Don Hanna

**ECON 99 (W) Independent Study: Economics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period. Winter Study 99 projects sponsored by the economics department must adhere to a specific set of rules outlined on the economics department website at (<https://econ.williams.edu/major/economics-winter-study-99-guidelines/>). Please review these rules well in advance of the deadline.

**Class Format:** independent study

**Requirements/Evaluation:** 5 page paper on the economics literature relevant to the project is due at the beginning of the Winter Study period. For an internship, a final 10 page paper summarizing the findings of the internship and relating them explicitly to the issues discussed in the proposal is required at the end of the Winter Study period. Proposals for 99s other than internships must set out a clear schedule of work and means of evaluation. Unless compelling considerations argue otherwise, you should expect to include a paper as part of your work.

**Prerequisites:** ECON 110 or ECON 120, plus one economics course relevant to the project.

**Enrollment Limit:** NA

**Enrollment Preferences:** NA

**Expected Class Size:** NA

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jon M. Bakija

## ENGLISH (Div I)

**Chair: Associate Professor Bernard Rhie**

- Alison A. Case, Dennis Meenan '54 Third Century Professor of English
- Paresh Chandra, Assistant Professor of English
- Cassandra J. Cleghorn, Senior Lecturer in English and American Studies; affiliated with: English, American Studies
- Ezra D. Feldman, Visiting Assistant Professor of English; affiliated with: English, Science & Technology Studies, Graduate Program in the History of Art
- Jessica M. Fisher, Associate Professor of English; on leave Spring 2023
- Stephen Fix, Robert G Scott '68 Professor of English
- Matthew Gonzales, Mellon Postdoctoral Fellowship in Latinx Literatures
- Bethany Hicok, Lecturer in English; affiliated with: English, Women, Gender & Sexuality Studies
- Nalini M. Jones, Visiting Lecturer in English
- Kathryn R. Kent, Professor of English
- John E. Kleiner, Professor of English; on leave Fall 2022
- John K. Limon, John Hawley Roberts Professor of English
- Gage C. McWeeny, Professor of English; on leave 2022-2023
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: English, Theatre; on leave Spring 2023
- Bernard J. Rhie, Chair and Associate Professor of English
- Shawn J. Rosenheim, Professor of English
- James R. Shepard, J. Leland Miller Professor of American History, Literature, and Eloquence; on leave Spring 2023
- Karen L. Shepard, Senior Lecturer in English
- Anita R. Sokolsky, Professor of English
- Christian Thorne, Professor of English
- Stephen J. Tift, Professor of English
- Emily Vasiliauskas, Associate Professor of English
- Ricardo A Wilson, Assistant Professor of English

The study of English allows students to explore the critical role language and literature play in the shaping of human culture and social experience. Department courses cover a variety of national, regional, and diasporic literary traditions; acquaint students with a range of genres and cultural practices, including poetry, prose, drama, film, and mixed or emerging media; and employ a range of critical and methodological approaches. All foster skills of critical analysis, interpretation, and written argument and expression. By cultivating a sophisticated awareness of linguistic and literary representation, and by encouraging the ability to read critically and write persuasively, the English major provides students with intellectual and analytical skills that they can draw upon to follow a wide range of paths.

### **COURSES AND COURSE-NUMBERING**

#### **100-level Courses**

At the introductory level, the department offers a range of writing-intensive 100-level courses which focus on interpretive skills as well as skills in writing and argumentation. All 100-level courses are designed primarily for first-year students, although they are open to interested sophomores, juniors, and seniors. A 100-level course is required for admission to most upper-level English courses, except in the case of students who have placed out of the introductory courses by receiving a score of 5 on the Advanced Placement examination in English Literature or of 6 or 7 on the Higher Level International Baccalaureate English exam.

#### **200-level Courses**

Most 200-level courses are designed primarily for qualified first-year students, sophomores, and junior and senior non-majors, but they are open to junior and senior majors and count as major courses. Several 200-level courses have no prerequisites; see individual descriptions for details. 200-level Gateway courses are designed for first- and second-year students who are considering becoming English majors, or who are interested in pursuing upper-level course work in the department. All Gateway courses are writing-intensive. First-year students who have placed out of the 100-level courses are encouraged to take a Gateway course as their introduction to the department.

### **300-level Courses**

The majority of English Department courses are designed primarily for students who have some experience with textual analysis, and are open to sophomores, juniors, and seniors. First-year students who wish to enroll in a 300-level course are advised to consult the instructor.

### **400-level Courses**

400-level courses are intensive, discussion-oriented classes. Limited to 15 students, 400-level courses should be attractive to any student interested in a course that emphasizes student initiated independent work. Majors considering Honors work and who wish to prepare for it are urged to take a 400-level course before senior year.

### **ADVISING**

All students who wish to discuss English Department offerings are invited to see any faculty member or the department chair.

Prospective majors are particularly encouraged to discuss their interest with faculty as early as possible. In the spring of the sophomore year, newly declared majors must meet with a faculty member to discuss the Major Plan. Declared majors will be assigned a permanent advisor shortly after they declare the major.

### **MAJOR**

Major Plan. Shortly after declaring the major, all English majors must complete a short written plan for how they intend to complete the major. In this plan, students should consider how they can most fruitfully explore the broad range of genres, historical periods, and national and cultural traditions that literature in English encompasses, and how they wish to focus upon a particular intellectual interest within English. Students are encouraged to begin discussing the Major Plan with a faculty member as soon as they become interested in the major; junior majors must meet with faculty advisors to revisit Major Plans as they register for courses. There will also be informational meetings and web resources available to assist new majors in developing the Major Plan.

### **Students majoring in English must take at least nine courses, including the following:**

Any 100-level English class. Students exempted by the department from 100-level courses will substitute an elective course.

At least one 200-level Gateway course (grouped at the end of the 200-level course descriptions). Gateway courses are designed for first- and second-year students contemplating the major or intending to pursue more advanced work in the department; these courses focus on analytical writing skills while introducing students to critical methods and historical approaches that will prove fruitful as they pursue the major. (Note: a Gateway course can fulfill a Literary Histories or Criticism requirement as well as the Gateway requirement.)

At least one Criticism course (identified in parentheses at the end of the course description). A course fulfilling the criticism requirement entails a sustained and explicit reflection on problems of critical method, whether by engaging a range of critical approaches and their implications or by exploring a particular method, theorist, or critic in depth. (Please note that when a Criticism course is also listed as satisfying the Literary Histories requirement, the course may be used to satisfy either requirement, but not both.)

At least three courses at the 300-level or above.

At least three courses designated as Literary Histories. Literary Histories courses concern the emergence or development of a specific literary tradition or problem and/or its transformation across multiple historical periods. Literary Histories are identified by LH-A, LH-B, or LH-C in parentheses at the end of the course description.

LH-A: courses dealing primarily with literature written before 1800.

LH-B: courses dealing primarily with literature written before 1900 but not included in LH-A (courses on literature from 1800-1900 and some surveys).

LH-C: courses dealing primarily with literature written after 1900.

Of the three Literary Histories courses required for the major, at least two must focus on literature before 1900 (LH-A or LH-B), with at least one of these focusing primarily on literature before 1800 (LH-A).

For further clarification, please see the English Department website at [english.williams.edu](http://english.williams.edu).

### **Courses Outside the Department**

The department will give one elective course credit toward the major for a course taken in literature of a foreign language, whether the course is taught in the original language or in translation. Such a course may not be used to satisfy the department's Literary Histories, Criticism, or Gateway

requirements.

## **STUDY AWAY**

Majors who plan to study abroad should be proactive in understanding how this will affect their plans for completing major requirements. Such plans should be discussed in advance with the student's advisor as well as the department's academic assistant. Approval of departmental credit for courses taken off-campus must be obtained in advance from the department chair.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments. In most cases we require syllabus, readings, and assignments. The one exception is the Oxford Program. We need only the title and description for that particular program.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes, for most programs we allow only two electives towards the major. Again, the exception is the Oxford Program where we allow four.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes, students cannot receive credit for the Gateway requirement. It is difficult to receive credit for our criticism requirement as well.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Students must be aware that if they do not take a Gateway before their study away they will have to do it when they come back. Likewise for our criticism requirement.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

This happens most often when the student does not come to see the Chair before they leave or if they change their plans once they are away at their program.

## **THE DEGREE WITH HONORS IN ENGLISH**

The English Department offers three routes toward honors: a creative writing thesis, a critical thesis, and a critical specialization. Candidates for the program should have at least a 3.5 average in courses taken in English, but admission will not depend solely on course grades. Formal application to pursue honors must be made to the director of honors (Emily Vasiliauskas) by April of the junior year.

All routes require students to take a minimum of ten regular-semester courses (rather than the nine otherwise required for the major). Students doing a creative writing thesis must, by graduation, take at least nine regular semester courses, and, in addition, take English 497 (Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students writing a critical thesis must, by graduation, take at least eight regular-semester courses, and, in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W31 (Senior Thesis, winter study) during senior year. Students pursuing a critical specialization must, by graduation, take at least eight regular-semester courses, and in addition, take English 493 and English 494 (fall Honors Colloquium and spring Honors Thesis) and English W30 (Senior Thesis: Specialization Route, winter study) during senior year.

### **Creative Writing Thesis**

The creative writing thesis is a significant body of (usually) fiction or poetry completed during the fall semester and winter study of the senior year, and usually including revised writing done in earlier semesters. (With permission of the honors committee, the thesis may be undertaken during the winter study period and the spring semester of the senior year.) Requirements for admission include outstanding work in an introductory and an advanced workshop (or, in exceptional cases, not including poetry or fiction, a substantial body of work in place of an advanced workshop), a recommendation from one of the creative writing teachers (who will then act as thesis advisor), and the approval of the departmental honors committee. A creative thesis begun in the fall is due on the last day of winter study; one begun in winter study is due the third Monday after spring break. The methods of evaluation are identical to those for critical projects (but their page limits do not apply).

## **Critical Thesis**

The critical thesis is a substantial critical essay written during both semesters as well as the winter study period of the senior year. It must consider critical and/or theoretical as well as literary texts. The thesis is normally about 15,000 words (45 pages); in no case should it be longer than 25,000 words (75 pages). The proposal, a 3-page description of the thesis project, should indicate the subject to be investigated and the arguments to be considered, along with a bibliography. The finished thesis is due on the third Monday following spring break. After the critical thesis has been completed, students publicly presents their work.

## **Critical Specialization**

The critical specialization route is a series of forays into a broad area of interest related to work undertaken in at least two courses. At least one of these courses must be in the English Department, and both need to have been taken by the end of fall term in senior year. The specialization route entails: (1) a set of three 10-page essays which together advance a flexibly related set of arguments; (2) an annotated bibliography (5 pages) of secondary sources, explaining their importance to the area of specialization; (3) a meeting with the three faculty evaluators (one of whom is the advisor) during the last two weeks in February to discuss the trio of essays and the annotated bibliography; (4) a fourth essay of 12 pages, considering matters that arose during the faculty-student meeting and reflecting on the outcome of the specialization. The 3-page proposal for the specialization should specify the area and range of the study, the issues likely to be explored, and the methods to be used for their investigation. It should also describe the relation between previous course work and the specialization, and include a brief bibliography of secondary works. The first two papers are due by the end of fall semester; the third paper is due at the end of winter study; the bibliography is due mid-February; and the final paper is due the third Monday after spring break.

## **Applying to the Honors Program**

All students who wish to apply to the honors program are required to consult with a prospective faculty advisor and the director of honors before April of the junior year. Prior to pre-registration in April, candidates for critical theses and specializations submit a 3-page proposal that includes an account of the proposed project and a bibliography. Students applying to creative writing honors submit a brief proposal describing the project they wish to pursue. Decisions regarding admission to the honors program will be made by the end of May. Admission to the honors program depends on the department's assessment of the qualifications of the student, the feasibility of the project, and the availability of an appropriate advisor.

When pre-registering for Fall classes of their senior year, students who are applying to critical honors should register for the Honors Colloquium as one of their four courses.

## **Progress and Evaluation of Honors**

While grades for the fall and winter study terms are deferred until both the honors project and review process are completed, students must do satisfactory work to continue in the program. Should the student's work in the fall semester not meet this standard, the course will convert to a standard independent study (English 397), and the student will register for a regular winter study project. A student engaged in a year-long project must likewise perform satisfactorily in winter study (English W30 or W31) to enroll in English 494 in the spring semester. When such is not the case, the winter study course will be converted to an independent study "99."

Students are required to submit one electronic copy to the department academic assistant at [pmalanga@williams.edu](mailto:pmalanga@williams.edu). Students should also give a final hard copy to their thesis advisor. Both the electronic copy and the hard copy are due on the dates applicable to the type of project pursued (see the above descriptions of each type of project for the due dates). All honors projects are evaluated by the advisor and two other faculty members. The colloquium director, in consultation with the advisor, gives the first semester grade, and the advisor determines the student's second semester grade in honors, while the two external readers recommend to the department that the project receive Highest Honors, Honors, or no Honors. Honors of any kind are contingent upon satisfactory completion of courses in the major during the senior year. Highest Honors are normally awarded only to students whose performance in both the honors program and regular courses in the major has been exceptional.

## **ENGL 103 (W) The Art of the Undergraduate Essay (WS)**

Writing papers for college courses feels different -- and, for most people, more challenging -- than writing papers in high school. No longer can you get away with papers written according to the old formula, "tell-'em-what-you're-going-to-tell-'em, tell 'em, tell-em-what-you-told-'em" formula. Professors now assume that you will design complex arguments supported by subtle evidence and in-depth analysis. In this course, we will study and practice the art of the college essay. We will work in three disciplines or fields: literature, interdisciplinary social studies, and visual art/film. At the end of this intensive course, you will feel comfortable answering the prompts and assignments in a wide range of courses. Readings will be relatively short; assignments will be frequent; drafts and revisions will be built into the curriculum.

**Class Format:** During the visual art unit, we may visit local museums. Drop-in office hours will be available several afternoons every week.

**Requirements/Evaluation:** attendance and active classroom participation (including occasional field trips); daily writing exercises and several short

papers; regular one-on-one meetings with professor for writing critiques.

**Prerequisites:** permission of a dean

**Enrollment Limit:** 12

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in ENGL 103 and ENGL 42.

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This in-person class will include regular time for writing with plenty of feedback during the drafting process.

**Attributes:** ENGL Criticism Courses

Winter 2023

SEM Section: 01 M-F 10:00 am - 1:00 pm Cassandra J. Cleghorn

### **ENGL 104 (S) Creative Non-fiction (WS)**

In this course we will read some of the most prominent practitioners of creative non-fiction--writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Janet Malcolm, Joshua Foer, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes--explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

**Class Format:** workshop

**Requirements/Evaluation:** four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm John E. Kleiner

### **ENGL 105 (F)(S) American Girlhoods (DPE) (WS)**

**Cross-listings:** WGSS 105 ENGL 105

#### **Primary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**ENGL 106 (S) "Make it New": The Modernist Experiment (WS)**

**Cross-listings:** ENGL 106 COMP 105

**Primary Cross-listing**

In her essay "Mr. Bennett and Mrs. Brown" (1924), Virginia Woolf proposed that around 1910 "human character" itself had suddenly changed, rendering existing conventions "in religion, conduct, politics, and literature" no longer adequate to express the new age. "And so the smashing and the crashing began. Thus it is that we hear all around us, in poems and novels . . . the sound of breaking and falling, crashing and destruction." This course will explore the effort of artists in the decade or so before and after World War I to "make it new." We will read work by Conrad, Yeats, Frost, Pound, Joyce, T.S.Eliot, Mansfield, Woolf, Faulkner, Wallace Stevens, William Carlos Williams and others, and chart the range of innovative narrative and formal strategies Modernist writers adopted in their efforts to represent consciousness, experience, memory and the objective world more fully and accurately in an era of massive social, political and technological change. We will also consider some non-print media, including developments in the visual arts from the post-impressionists through to the surrealists, the work of the Bauhaus, and early experiments in film.

**Requirements/Evaluation:** active class participation; three papers rising from 3-7 pages; three two-page reading responses

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 106 (D1) COMP 105 (D1)

**Writing Skills Notes:** Three papers rising from 3-7 pages; three 2-page reading responses. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Literary Histories C

**Not offered current academic year**

**ENGL 107 (S) Temptation (WS)**

**Cross-listings:** COMP 106 ENGL 107

### Primary Cross-listing

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

**Requirements/Evaluation:** Four five-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 106 (D1) ENGL 107 (D1)

**Writing Skills Notes:** Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

### ENGL 109 (F)(S) Narrating Change (WS)

How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the other hand, if change does not cause such a transformation in the self, then how is it experienced? In this class we will read memoirs (Mirza Ghalib), novels (Virginia Woolf; Chinua Achebe), lyric poetry (Charles Baudelaire; Faiz Ahmad Faiz; Teji Grover), historical narrative (W.E.B. Dubois), psychoanalytic theory (Sigmund Freud; Jean Laplanche), and philosophy of science (Thomas Kuhn; Reinhart Koselleck), to examine the ways human beings fashion to work through, think about, and represent change.

**Requirements/Evaluation:** Five response essays (1 page), three critical essays (5 pages), one revision plus expansion (8 pages)

**Prerequisites:** no prerequisites

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

### ENGL 110 (F) Ruined America: New American Dystopian Novels (WS)

Dystopian novels have become commonplace. But why now? Why do we seem to be experiencing a heightened anxiety over apocalypse? We will consider two types of dystopian visions--those that present a post-apocalyptic world, and those that conjure up wrecked societies out of current evils.

Both types present the world we know now as either lost or full of losers. As we visit a variety of recently imagined American dystopias, we will focus on the ethical dilemmas imposed by prospects of our diminished state: the inevitable issues of class, and the divisions of race and gender; the prospects of anarchy and political oppression; and the threat of technology to our identity and our environment. The class will also focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays.

**Requirements/Evaluation:** Two five-page essays, and one final 10-page essay, as well as several short writing assignments. Active seminar participation.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** First-year students

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The class is primarily design as a writing intensive. I plan on assigning two five-page essays and one 8-10 page essay. The shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Criticism Courses

Not offered current academic year

### **ENGL 111 (F) Poetry and Politics (WS)**

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury," in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers and appreciators of poetry, and better readers and writers of argumentative prose.

**Class Format:** discussion

**Requirements/Evaluation:** graded essays, final in-class team project

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write 5 essays total. After each essay, students meet individually with the professor to discuss their writing and plan specific improvements in their writing skills. Two of the essays will be revised after peer-review tutorials.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Alison A. Case

### **ENGL 112 (F) Introduction to Literary Criticism (WS)**

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus

on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will read longer texts, including at least one play and one novel.

**Requirements/Evaluation:** Three papers rising from 3-6 pages, discussion board postings, and contribution to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Three papers, rising from 3 pages for the first, to 6 pages for the last. Postings on Glow discussion boards. Extensive written feedback on longer papers, plus the option of revision.

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am James L. Pethica

### **ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

#### **Primary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the

movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **ENGL 114 (F) Literary Speakers (WS)**

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on twentieth-century writers (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

**Requirements/Evaluation:** 4 or 5 papers, of varying lengths, spaced throughout the term (about 15-20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision. There will be no examinations in this course.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not yet taken a 100-level course in English

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be 4-5 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to about 5 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least two classes during the term will be specifically devoted to issues related to paper writing.

Fall 2022

SEM Section: 01 Cancelled

### **ENGL 115 (F) The Literature of Sports (DPE) (WS)**

**Cross-listings:** AFR 115 ENGL 115

**Primary Cross-listing**

The ubiquity of the sporting event, the athlete as hero, the athlete as failure, the crowd, the fan, the stadium, and all of the complex conflicts therein have long been the subjects of some of the finest writing in America and throughout the world. Writers have used sport as a context through which to explore and examine ideas such as beauty, the sublime, tragedy, politics, race, class, sexuality, and gender. This course will focus on poetry, fiction, and non-fiction invested in the public spectacles and private revelations of sport ranging from the poetics of praise to issues of urbanism, colonialism, globalization with readings by Pindar, Rankine, CLR James, Baldwin, Hemingway, Oates, DeLillo, and many others.

**Requirements/Evaluation:** Students will be expected to complete a number of short (5 pages or less) papers during the semester and one longer paper (8-10 pages) at the end of the semester.

**Prerequisites:** None.

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 115 (D2) ENGL 115 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will focus on literature about sports that addresses, among other topics, civil rights activism, gentrification, race dynamics and race relations both inside and outside of the USA, American exceptionalism, sociocultural construction of emotional displays, mental health, religious conflict, and anti-blackness.

Not offered current academic year

### **ENGL 116 (F) The Remix: Adaptation and Revelation (WS)**

This course explores the ideas of remaking and adaptation. We examine twentieth and twenty-first-century fiction, poetry, film, and hybrid texts that interact with subject matter stretching from Greek mythology to New World castaway stories to global pandemics. What is the nature of the work they attempt? What is lost and gained in these re-visions? In response to these questions, emphasis is placed on critical reading and writing (and rewriting), as well as on research skills. Works considered throughout the term come from, among others, Jorge Luis Borges, Anne Carson, J.M. Coetzee, Alfonso Cuarón, and Natasha Trethewey.

**Requirements/Evaluation:** at least 20 pages of writing; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Ricardo A Wilson

### **ENGL 117 (F) Introduction to Cultural Theory (WS)**

**Cross-listings:** ENGL 117 COMP 117

Primary Cross-listing

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

**Class Format:** discussion

**Requirements/Evaluation:** four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 117 (D1) COMP 117 (D1)

**Writing Skills Notes:** Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

**ENGL 120 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** COMP 111 ENGL 120

**Secondary Cross-listing**

Stories are one way that we make sense of the world; but how you tell a story is just as important as the events it relates. This course will examine literary narratives from a wide range of traditions, media, and genres, and work on reading them in more informed, more sophisticated, and more interesting ways. Texts will span classics (e.g. Homeric epic and/or *The Tale of Genji*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Tolstoy, Zola, Garcia Marquez, Toni Morrison, and/or Colson Whitehead), and visual literature from film and drama to graphic memoir (possibly including Art Spiegelman, Tezuka Osamu, and Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The second half of the course may have a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 111 (D1) ENGL 120 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

**Attributes:** FMST Related Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah M. Allen

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Christopher A. Bolton

**ENGL 123 (F)(S) The Short Story (WS)**

The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting;

at the end of the course, we'll be reading one collection, by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

**Class Format:** class meetings will be devoted almost entirely to discussion

**Requirements/Evaluation:** grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be five formal writing assignments, totaling about twenty pages. My response to each paper will include extensive marginal comments on technical issues, and a typed page of comments on the ideas and structure of the paper as a whole. Final grades will be determined by both the student's intellectual engagement and his or her increasing mastery of the art of writing essays.

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

### **ENGL 128 (S) Reading Asian American Literature**

**Cross-listings:** COMP 128 ENGL 128 AMST 128

#### **Secondary Cross-listing**

Though the category and term "Asian American" came about as a result of political struggle in the 1960s, what we now call Asian American writing in English began in the nineteenth century and has played a significant role in every American literary "movement" from Modernism, realism, protest literature to various avant-gardes, the graphic novel, and digital poetics. This course closely reads a sampling of texts in a variety of genres and styles-produced by writers from various Asian American ethnic groups-from the late nineteenth century to the present and contextualizes them historically, both domestically and globally. We will examine the material, cultural, political, and psychic intersections of larger structural forces with individual writers and texts. Along the way, we will interrogate the notion of "Asian American"--its contradictions, heterogeneous nature, and our assumptions--and its relation to the idea of "American." Some questions we will ask: "Why have Asian Americans and Asian American writers and writing so often been viewed as 'foreign' or 'alien' to the American body politic and the English-language literary tradition?" "How might Asian American writing be linked to other English-language texts in the Asian diaspora?"

**Requirements/Evaluation:** six 2-3 pp. papers, participation (attendance, discussion, GLOW posts), and a final project (the final project is 7-9 pages: either a creative project or an analytical paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective AMST or ENGL majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 128 (D2) ENGL 128 (D1) AMST 128 (D2)

**Attributes:** AMST Arts in Context Electives

**Not offered current academic year**

## ENGL 129 (F) Twentieth-Century Black Poets

**Cross-listings:** AFR 129 ENGL 129

### Primary Cross-listing

From Langston Hughes to contemporary poets such as Angela Jackson and Claudia Rankine, African American poets have been preoccupied with the relations of poetry to other traditions. Vernacular speech, English poetry, jazz and other musical forms, folk humor, and African mythology have all been seen as essential sources for black poetry. This course will survey major poets such as Hughes, James Weldon Johnson, Countee Cullen, Robert Hayden, Gwendolyn Brooks, Amiri Baraka, Jackson, and Yusef Komunyakaa, reading their poems and their essays and interviews about poetic craft. We will ask how black poetry has been defined and whether there is a single black poetic tradition or several.

**Requirements/Evaluation:** several short papers, a 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 129 (D1) ENGL 129 (D1)

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

## ENGL 130 Writing for the Humanities (WS)

Compelling academic prose is a rare beast. In this course we will investigate what makes for good academic writing and how we can produce it ourselves. We will begin with words, then progress to sentences, paragraphs, and essays. Our reading will be close, our writing closer. Topics include the following: Are adverbs incredibly important? When is less more, and when isn't it? Is your garden English, or is it Chinese? What is the "uneven U" and why does it work? How does your audience affect how you write? In addition to reading writing about writing by Orwell, Fish, Tufte, Hayot, and (inevitably) Strunk and White, we will look closely at academic prose out in the wild, both good and bad. This course is for anyone who is interested in exploring in more depth the craft of writing, whether you have always considered yourself a "good writer" or struggle to fill a single page (or both). Our focus will be on academic writing for the humanities, but the skills we will develop are relevant to many other contexts as well.

**Requirements/Evaluation:** Regular attendance and active participation in class; writing assignments ranging in length from sentences to essays of varying length (500 words to 5-7 pages).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First- and second-year students

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course will center on explicit, in-depth discussion of writing. We will read and discuss both writing on writing, and examples of prose. Students will complete weekly writing assignments of varying lengths and degrees of formality on which they will receive feedback from the instructor with particular attention to the craft of writing; some assignments will also be shared with the rest of the class.

Not offered current academic year

## ENGL 131 (S) All About Sonnets (WS)

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G.

Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

**Class Format:** first week in regular class meetings, followed by weekly tutorial meetings in pairs

**Requirements/Evaluation:** five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Spring 2023

TUT Section: T1 TBA Alison A. Case

### **ENGL 138 (F) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)**

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what is a self? Is it the unchanging essence of who we are as individuals? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and scientists have argued in their own different ways more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. We'll even try our hand at meditation, while learning about the Buddhist idea of "no self." Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

**Requirements/Evaluation:** four essays totaling 18-20 pages; active class participation; participation in other short informal writing assignments.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Four essays (ranging in length from 4-6 pages long) in multiple drafts, adding up to 18-20 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Bernard J. Rhie

### **ENGL 139 (S) Living a Feminist Life (DPE) (WS)**

**Cross-listings:** COMP 139 ENGL 139 WGSS 139

### Primary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

**Requirements/Evaluation:** five short written assignments and one final research project

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 139 (D1) ENGL 139 (D1) WGSS 139 (D1)

**Writing Skills Notes:** This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

**Difference, Power, and Equity Notes:** This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### ENGL 140 (F) Introduction to Creative Writing: The Short Story

This course introduces students to the art of fiction writing through the crafting of short stories. Students sharpen their tastes and inclinations by reading and responding to short stories from significant contributors to the form. The writing exercises and overall course trajectory are designed to build a writing community in order to facilitate a better understanding of students' own writing processes. Individual conferences with the instructor are a central part of the course.

**Requirements/Evaluation:** though students will be required to produce at least 30 mixed-genre pages, this is not a WS class, because of its emphasis on creative rather than critical writing

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students who have not taken a creative writing course; students who received an AP 5 in Literature are eligible

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

### ENGL 150 (F)(S) Expository Writing (WS)

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The*

*Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American.

**Requirements/Evaluation:** Requirements include active class participation (including peer-editing), drafts and revisions of four to five papers totaling at least 20 pages. Overall evaluation will include improvement and effort.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students, especially students with demonstrated need for help with analytical writing

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course is devoted to the study of writing, focusing especially on expository essays. Four to five papers are assigned, totaling at least 20 pages. Special attention will be paid to drafts, revision and building peer editing skills. Regular, one-on-one meetings with professor will be encouraged.

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Cassandra J. Cleghorn

Spring 2023

SEM Section: 01 Cancelled

### **ENGL 151 (S) Reading and Writing Science Fiction (WS)**

This course will explore some of the themes and techniques of modern science fiction by examining a range of published stories, while at the same time making some new stories of our own. Writers of fiction and non-fiction often watch each other with suspicion, as if from opposing sides of an obvious frontier. Though the goals of both forms of writing--the disciplined articulation of brainy thoughts and mighty feelings--are similar, there is a tendency in both camps to think their methods different and exclusive. The conceit of this class is to imagine that constructing a plot and constructing an argument, say, are complementary skills, and that the tricks and techniques of one type of writing can profitably be applied to the other. With this in mind, the class is made of two strands twisted together--a creative writing workshop and a course in critical analysis. There will be short weekly assignments in both types of writing, as well as two larger projects: an original science fiction short story and an interpretive/analytical essay. The assigned readings will come from an anthology of very recent work by younger writers. One of the most exciting developments in modern science fiction is the assimilation into the mainstream of formerly marginalized voices--queer, trans, Black, Asian, Native American--and our reading will reflect that trend.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class and a lot of writing, both critical and creative; two 12- to 20-page writing assignments (short story and analytical/interpretive essay), with revisions; half-dozen shorter writing assignments, plus written responses

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course will require two long writing assignments, twelve to twenty pages, one critical and one creative, each of which will go through an extensive revision process. In addition, I will assign a half-dozen shorter assignments of both types (critical and creative) and single-page critical responses to all workshoped assignments, for a total of thirty or so pages of required writing. A crucial component of the course will be its attention to writing style, strategy, and organization.

**Attributes:** ENGL Criticism Courses

Not offered current academic year

## **ENGL 152 (F) Family Matters: Family in Recent American Fiction (WS)**

"Anyone who has survived childhood has enough material to write for the rest of his or her life" (Flannery O'Connor). A course designed to explore the representations of family in recent American literature. Family is our first community, and in the literature of family one commonly accepted convention emerges: family members are morally bound to one another. These bonds of blood, both liberating and limiting, have always been a literary convention. In this course, we will examine recent American fiction that explores such bonds. What do such narratives claim we want from our families? What do such narratives claim we're willing to do to get it? Have recent narratives developed particular and characteristic strategies for approaching this topic? And are there importantly particularizing aspects of the American family? The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature. Authors to be considered may include: Kali Fajardo-Anstine, Danielle Evans, Rick Moody, Junot Diaz, Amy Hempel, ZZ Packer, Lorrie Moore, Gish Jen, Cormac McCarthy, Edward Jones, among others.

**Requirements/Evaluation:** Active participation, written and verbal comments on published and peer work, the leading of one class discussion, five essays (2-7 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First Year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Five essays ranging from 2-7 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers' drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Not offered current academic year

## **ENGL 153 (S) Androids, Cyborgs, Selves (WS)**

**Cross-listings:** STS 153 ENGL 153

Primary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways. Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

**Requirements/Evaluation:** five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 153 (D2) ENGL 153 (D1)

**Writing Skills Notes:** This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Not offered current academic year

**ENGL 155 (S) Contemporary Mexican Cinema and the World (WS)**

**Cross-listings:** ENGL 155 COMP 155

**Primary Cross-listing**

This expository writing course is grounded in an exploration of contemporary Mexican cinema and develops students' ability to critically write about film. We will focus on feature-length films, documentaries, and short films that not only grapple with Mexican history and identity but also those that travel beyond the borders of Mexico. The list of directors whose work will be considered includes Natalia Beristáin, Alfonso Cuarón, Jonás Cuarón, Guillermo del Toro, Alejandro González Iñárritu, Alejandra Márquez Abella, Kenya Márquez, Jorge Pérez Solano, and Patricia Riggen.

**Requirements/Evaluation:** Active participation, written and verbal comments on peer work, five papers (including one revision)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 155 (D1) COMP 155 (D1)

**Writing Skills Notes:** Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Attributes:** LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

**ENGL 156 (S) New American Fiction (WS)**

The goal of this course is to teach you how to write a clear, well-argued, and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American fiction, examining the very, very recent (last thirty years) developments in American fiction. We will read short stories and novels by writers such as Danielle Evans, George Saunders, Kali Fajardo-Anstine, Mary Robison, Karen Russell, ZZ Packer, among others.

**Requirements/Evaluation:** Active participation, written and verbal comments on published and peer work, five essays (2-5 pages each, most in multiple drafts, including a final radical revision of an essay of the student's choice).

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** First-Year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Five essays ranging from 2-5 pages each, most in multiple drafts. Students will receive extensive written comments on their writing skills, with suggestions for improvement, and may choose to meet with the professor individually outside of class as often as they'd like. Students will also comment (verbal and written) on published work and their peers' drafts, operating under the assumption that becoming a better writer involves becoming a better reader.

Not offered current academic year

**ENGL 157 (F) Reading the 'Inferno' (WS)**

This is an expository writing course, but also a journey through hell---more precisely, through Dante's Inferno. Over the course of the semester, as we wind our way through the underworld, we will consider the circumstances of the damned, their guilt, their punishments, and the overall aims of Dante's extraordinary vision. How and why are the condemned sentenced to an eternal afterlife in this underground kingdom of cruelty? What are we to make of the poem's humor and malevolence, and how are we to understand its vast architecture? In writing about the fate of these sins and sinners we will focus on techniques to improve your critical reasoning and analytical skills with the goal of writing interesting and well-argued essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Requirements/Evaluation:** four short 3-page essays and one 6- to 8-page essay

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The class is primarily design as a writing course. I plan on assigning series of three-page essays, one every other week, as we work our way through Dante's Inferno at the rate of three or four cantos per week. These shorter essays will be graded with comments, and either be peer reviewed, or short passages will be selected for class discussion and revision. This should provide sustained and structured feedback to the students. A final extended essay of six to eight pages will required.

Not offered current academic year

### **ENGL 158 (F) Expository Writing: Contemporary Linked Stories (WS)**

In this expository writing and writing intensive course, we will read and write about several collections of linked short stories about altered states of mind and body, immigrant experiences, and the magic of everyday life. We will examine linked stories as a form organizing narratives that *can* stand alone, but that resonate powerfully with one another, sharing themes, settings, and sometimes even characters. Texts may include Denis Johnson's *Jesus' Son*, Bryan Washington's *Lot*, Carmen Maria Machado's *Her Body and Other Parties*, and Alice Munro's *Juliet* stories. Class time will be split nearly equally between analysis of the assigned texts and active work with student writing, including freewriting, rewriting, sentence and paragraph workshops, peer editing, and writing strategy sessions.

**Requirements/Evaluation:** 4 or 5 two-page assignments, two with required revisions; 4 five-page papers, all with required revisions; discussion participation; attendance.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First preference goes to first-year students who have not received a 5 on AP LITERATURE or a 6 or 7 on the IB. Additional rules via English Department Website.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course is dedicated to the teaching of college-level expository writing. Students will complete several assignment sequences that build from 2-page response papers to 5-page argumentative essays and that include required revisions at multiple stages. About half the class time will be spent discussing and practicing writing strategies and mechanics.

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

### **ENGL 159 (F) Other People's Lives: Contemporary American Memoir (WS)**

The goal of this course is to teach you how to write a clear, well-argued, intelligible and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American memoir, examining the ways in which recent American memoirists represent themselves through prose

and the choices they make in shaping their life stories. Given the techniques shared by novelists and memoirists, how firm is the line between fiction and non-fiction? What are the sources of a memoirist's authority? What are the ethics of memoir-writing? What kind of relationships do memoirists seek with their readers, and how do they go about achieving them?

**Requirements/Evaluation:** Several short essays, most with drafts and revisions, one student-led class discussion, written comments on published and student work, active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference to First Year students who do not have a 5 on the AP Lit exam or a 6 or 7 on the IB and have not previously taken a 100-level course.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Five papers, of varying lengths, most of which will go through multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. Revision built into the course assignments. Commenting on published and peer work as a way to further develop one's own editorial eye.

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Karen L. Shepard

SEM Section: 02 TR 9:55 am - 11:10 am Karen L. Shepard

### **ENGL 161 (S) Metafiction (WS)**

**Cross-listings:** ENGL 161 COMP 161

#### **Primary Cross-listing**

This course will examine ways in which literary works reflect on their status as texts. We'll look at the formal pleasures and puzzles generated by techniques including frame narratives, recursion, and self-reference, in novels, films, and stories by Vladimir Nabokov, Kelly Link, Paul Park, and others. Ultimately, we will use the study of metafiction to focus our inquiry into the socializing force of self-consciousness in human development. Note that students will be required to use, as well as interpret, metafictional techniques in their assigned writing.

**Requirements/Evaluation:** several short exercises; four or five papers of increasingly complexity, totaling 22 pages; consistent attendance and participation; a love of reading, and a willingness to reread

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course; sophomores

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 161 (D1) COMP 161 (D1)

**Writing Skills Notes:** Students write five essays with considerable feedback from the instructor.

**Not offered current academic year**

### **ENGL 162 (F) Robots, Puppets, and Dolls (WS)**

Is Pinocchio alive? How about the Terminator, or the operating system in *Her*? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects).

Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for real people?

**Requirements/Evaluation:** students write five essays over the course of the term, in addition to a number of ungraded but required exercises

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades, and comments addressed to their design and execution.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Shawn J. Rosenheim

### **ENGL 165 (F) STAGING AMERICAN BLACKNESS (WS)**

American blackness may be theatrical, or it may be the subject of theatrical productions. How performances of blackness may or should be perceived and how or whether they pertain to people defined as African American remain perpetually fraught questions. This course will examine various modes, works and performances that address American blackness, including minstrelsy, novels, plays, stand up comedy, and cinematic works. The authors will include Amiri Baraka, Toni Morrison, August Wilson, Ntozake Shange, Suzan-Lori Parks, Spike Lee, Jordan Peele, and Richard Pryor.

**Requirements/Evaluation:** The writing assignments will be two short papers of 5 to 7 pages and a final paper of 15 pages. Students will be expected to attend regularly and to participate in class discussions.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Four essays (ranging in length from 3-6 pages long) in multiple drafts, adding up to 16 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

### **ENGL 201 (F) Shakespeare**

One of Shakespeare's most original recent readers has claimed, "Nothing without, perhaps nothing within, Shakespeare's words could discover the power to withstand the power Shakespeare's words release." To put it another way, this was a writer who created something so new, so unfathomable, that neither life nor language could easily contain it. In this course, we will become acquainted with Shakespeare's major works, but we will also remain alert to their capacity to confound. Serious attention will be given to genre, form, the historical conditions of the Renaissance theater and book trade, modes of literary transmission, and the shape of Shakespeare's career. Plays will include *A Midsummer Night's Dream*, *Romeo and Juliet*, *Henry IV, Part I*, *Hamlet*, *King Lear*, *Antony and Cleopatra*, and *The Tempest*. We will also read the *Sonnets*. The course is designed to offer a first encounter with Shakespeare, but more advanced students are welcome too.

**Requirements/Evaluation:** Three-page paper, seven-page paper, short analytical exercises, midterm exam, final exam, thoughtful participation in class discussion

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and prospective English majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories A

Not offered current academic year

### **ENGL 202 (F) Modern Drama**

**Cross-listings:** THEA 229 ENGL 202 COMP 202

Secondary Cross-listing

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

**Requirements/Evaluation:** Two 6-page papers; regular short responses and discussion board postings; and active participation in class discussions.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is strongly recommended for any students majoring in Theatre.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 229 (D1) ENGL 202 (D1) COMP 202 (D1)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

### **ENGL 203 (F) The Uses of Shakespeare**

The plays of Shakespeare have a performance history that is exceptionally rich and strange. In this course we will read several of the plays and look at some of the ways they have been re-imagined and restaged. We will consider the origin of the plays as popular entertainment--competing for an audience against bear-baitings and public executions. We will consider their transformation into canonical texts and their de-canonization in parodies like Dogg's Hamlet and Drunk Shakespeare. Among the works we will read and watch are Twelfth Night, Shakespeare Behind Bars, Hamlet, Rosencrantz and Guildenstern are Dead, Rosencrantz and Guildenstern are Undead, The Merchant of Venice, To Be or Not to Be. Assignments will include analytical essays and creative adaptations in a variety of media.

**Requirements/Evaluation:** three 6-8 page papers, in-class presentation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Gateway

**Distributions:** (D1)

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Not offered current academic year

### **ENGL 204 (S) Hollywood Film**

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get Out*.

**Requirements/Evaluation:** Two 2-page essays, two editing exercises, a midterm, and a final exam

**Prerequisites:** None

**Enrollment Limit:** 60

**Enrollment Preferences:** English majors

**Expected Class Size:** 60

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Not offered current academic year

### **ENGL 205 (F) The Art of Poetry: The History and Theory of Lyric (WS)**

"If I read a book and it makes my whole body so cold no fire can ever warm me I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only way I know it. Is there any other way?" This excerpt from a letter by Emily Dickinson indicates both the particular pleasures of reading poetry, and also the persistent difficulty of defining poetry as a genre. In this course, we will train our focus on lyric poetry in particular, tracing its long history as well as trends in the theory of lyric. We'll begin by uncovering the roots of lyric in antiquity before shifting our focus to the development of lyric in English. We'll read closely the work of such poets as Wyatt, Donne, Wordsworth, Keats, Hopkins, and Dickinson before turning to questions of lyric in the 20th and 21st centuries. Along the way, we'll examine the trends in criticism responsible for the conflation of lyric and poetry in our time, and will get a strong sense of the current state of lyric theory.

**Requirements/Evaluation:** frequent short writing assignments totaling 20+ pages, thoughtful participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Frequent informal writing assignments and two formal papers: one (5-7 pages) due at the midterm, and one final paper (10-12 pages), in preparation for which students will submit a proposal and meet with the professor as their research develops. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **ENGL 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or

family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

**ENGL 209 (S) Theories of Language and Literature (WS)**

**Cross-listings:** COMP 265 ENGL 209

**Primary Cross-listing**

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

**Requirements/Evaluation:** informal writing every week; three 6-page papers; class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 265 (D1) ENGL 209 (D1)

**Writing Skills Notes:** Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

### **ENGL 210 (F) American Modernism (WS)**

Modernism in art lasts from about 1850 until about 1950; this course focuses on American fiction centering on the 1920s. Texts in the course run from the familiar (Cather, Fitzgerald, Hemingway) through the difficult (Faulkner), very difficult (Jean Toomer), and impossible (Gertrude Stein); but we'll learn how to read them all. Even the familiar texts turn out to be stylistically experimental, and experiments in style, in every case, are linked to novel conceptions of religion (especially Hemingway, Fitzgerald), race or ethnicity (Faulkner, Toomer), and gender (Cather, Hemingway, Stein); most of our texts interrelate all of these concerns. After the Great War, the urgency of questions of form, in relation to questions of identity, is whether the world can be redeemed by the reformation of linguistic and generic conventions.

**Requirements/Evaluation:** Four papers totaling about 16 pages. Participation in class discussions will also be a factor in the final grade.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** First-year students and sophomores contemplating the English major; other English majors lacking a Gateway; American Studies majors.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be four papers, totaling about 16 pages. Papers will be read closely both for content and expression. There will be one course meeting devoted entirely to questions of style and composition.

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories C

Not offered current academic year

### **ENGL 213 (S) Making Radio**

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is less a course in journalism than an experiment in documentary cinema for the ear. We'll do some reading in narrative theory and radio technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love and Radio*, and *Snap Judgment*), but most of our time--and this is a time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

**Requirements/Evaluation:** Five short audio pieces; attendance and active participation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores; English majors; students with radio or studio art training

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** The student version of Hindenburg audio software (\$95); students on financial aid will have this expense covered by the college.

**Distributions:** (D1)

**Attributes:** ENGL 200-level Gateway Courses FMST Core Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Shawn J. Rosenheim

### **ENGL 214 (S) Writing for Stage and Screen**

**Cross-listings:** THEA 214 ENGL 214

**Secondary Cross-listing**

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

**Requirements/Evaluation:** a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

**Prerequisites:** students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre and English majors; Comparative Literature majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 214 (D1) ENGL 214 (D1)

**Attributes:** FMST Related Courses

**Not offered current academic year**

**ENGL 216 (S) Introduction to the Novel**

There was a time when novels as we understand them didn't exist; then there was a time--centuries--when novels were overwhelmingly the dominant storytelling and literary mode in English. This course, part lecture and part seminar, will stage encounters with 7 or 8 novels, each the product of a distinct configuration of subject position, history, form, and ambition. We will move from the English novel's beginnings through (at least) the late 20th century, when novels competed for cultural space with new storytelling modes. Along the way we will think about what stories are for, generally; why this kind of long-form storytelling was invented; and what cultural work English-language novels do, have done, and may yet do. Possible writers to be studied include Samuel Richardson, Jane Austen, Charlotte Brontë, Elizabeth Gaskell, Charles Dickens, Joseph Conrad, Virginia Woolf, James Joyce, Vladimir Nabokov, Toni Morrison, Salman Rushdie, and Zadie Smith.

**Requirements/Evaluation:** Midterm and final exams, one critical essay, and some short writing assignments. Quizzes possible.

**Prerequisites:** none

**Enrollment Limit:** 45

**Enrollment Preferences:** students who have pre-registered for the course; thereafter, seniors, then juniors, sophomores, and first-years

**Expected Class Size:** 45

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories B

**Not offered current academic year**

**ENGL 220 (S) Introduction to African American Literature**

**Cross-listings:** AMST 220 ENGL 220 AFR 220

**Primary Cross-listing**

What does it mean, socially, culturally, historically, personally, and spiritually, to be African American? No single, simple answer suffices, but African American literature as a genre is defined by its ongoing engagement with this complex question. This course will examine a series of texts that in various ways epitomize the fraught literary grappling with the entailments of American blackness. Readings will include texts by Frederick Douglass, Booker T. Washington, Zora Neale Hurston, Langston Hughes, Richard Wright, Ralph Ellison, Amiri Baraka, Toni Morrison, and Ishmael Reed.

**Requirements/Evaluation:** writing assignments for the course will total 20 pages, distributed over three papers

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 220 (D2) ENGL 220 (D1) AFR 220 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ENGL Literary Histories C

Spring 2023

SEM Section: 01 Cancelled

### **ENGL 222 (S) Lyric Poetry (WS)**

The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets likely to be studied are: Jonson, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, Gluck, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

**Requirements/Evaluation:** active participation in seminar discussions, and four or five papers (about 20 pages total)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students who have not yet taken an ENGL Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be 4 or-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be about 20 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences related to the papers.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2023

SEM Section: 01 Cancelled

### **ENGL 223 (S) Apocalypse Now and Then: Poets Confronting Political Crisis (DPE) (WS)**

In moments of great crisis, common wisdom says to turn to the poets; where, then, do the poets turn? Tracing the history of Poetry of Witness throughout the 20th and 21st Centuries, this course explore various strategies poets have used to write about the end of the world, however that may be defined. We will read contemporary poets (such as Danez Smith, Ilya Kaminsky, Aracelis Girmay, and Solmaz Sharif) alongside 20th Century writers who were responding to the catastrophes of their own times (Paul Celan, Pablo Neruda, Gwendolyn Brooks, Bei Dao, and others). Looking backward to other times when the world seemed to be ending, this course will examine some of the strategies that poets have used to navigate writing about war, genocide, forced migration, gendered violence, climate crisis, and other dystopias. The readings we encounter will span various schools and poetic forms, from documentary poetics, to surrealism and the avant garde, to the Black Arts Movement, to speculative writing, and so on. They will be supplemented with critical texts on the political stakes of writing and reading practices by thinkers like Eve Sedgwick, James Baldwin, and Audre Lorde. This is a course that views creative writing as a valid form of critical inquiry; therefore, students will have opportunities to engage creatively with texts throughout the semester. For the final, students will have the option of either writing an analytical paper or submitting a creative project with a critical introduction.

**Requirements/Evaluation:** Students will write short weekly response papers, a 3-5 page midterm essay and an 8-10 page final essay. Creative

options will be available in place of some of these assignments.

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** Freshmen and sophomores intending to pursue more advanced work in English; non-English majors interested in creative writing. Application may be required.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will produce and receive feedback on short writing assignments throughout the semester. These assignments will build skills for students to write either a final comparative analysis paper or a creative project accompanied by a critical introduction.

**Difference, Power, and Equity Notes:** This course focuses on the interactions between political engagements and poetic craft in the 20th and 21st centuries. As such, we will discuss the interplay between artists and the popular resistance movements of their times, the effects of power on literary forms, and the shaping of minoritarian aesthetics. Readings will center writing by poets from marginalized backgrounds whose work engages race, class, ethnicity, gender, sexuality, religion, and disability.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **ENGL 224 (S) American Drama: Hidden Knowledge (WS)**

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

**Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre and English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly papers will prompt extensive commentary. The amount of writing in the course will be substantial and well spaced, followed by timely evaluation and suggestions for improvement. The course requires multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Student will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester.

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

### **ENGL 225 Introduction to Asian American Literature: Fiction and Memoir (WS)**

This Gateway is for students who want an opportunity to explore some of the wonderful fiction and creative nonfiction written by Asian American writers over the past hundred years. Likely readings include: Carlos Bulosan's *America is in the Heart* (1946); John Okada's *No-No Boy* (1957); Maxine Hong Kingston's *Woman Warrior* (1976); Chang-rae Lee's *Native Speaker* (1995); Jhumpa Lahiri's *Interpreter of Maladies* (1999); lê thi diem thúy's *The Gangster We are All Looking For* (2003); Ruth Ozeki's *A Tale for the Time Being* (2013); and Celeste Ng's *Everything I Never Told You* (2014). As we read, we will attend to the various ways in which the often difficult, and sometimes traumatic, historical experiences of Asian Americans have informed their acts of literary invention. And in order to better understand the broader, ever shifting, social contexts in and against which these

literary works were created, we will supplement our primary readings with texts that discuss the experiences of Asian Americans from a historical and sociological perspective.

**Requirements/Evaluation:** four papers totaling about 20 pages; engaged participation in class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **ENGL 227 (F) Elegies (WS)**

This tutorial explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one's past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900--including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists--Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce ("The Dead") and Nabokov ("Spring in Fialta").

**Requirements/Evaluation:** Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Sophomores, but juniors and seniors are also welcome.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

**Attributes:** ENGL Literary Histories B

Not offered current academic year

### **ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

Primary Cross-listing

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular,

vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

### **ENGL 230 (F) Introduction to Literary Theory (WS)**

**Cross-listings:** COMP 240 ENGL 230

#### **Primary Cross-listing**

This course introduces students to some of the most significant and compelling trends in modern criticism—such as gender and postcolonial theory, deconstruction, sociological analysis, and psychoanalytic criticism—in an applied, hands-on way. The course will engage a range of primary texts from Shakespeare to Hitchcock by way of varied theoretical approaches. Can *Othello*, for instance, be read as a feminist text? A site of class struggle? A staging of the relationship between language and the unconscious? The course aims both to make familiar some of the critical methods students are likely to encounter in the field of literary studies these days, and to show how such methods can transform our understanding of a text, opening surprising possibilities even in familiar works. In the process, the course will also raise broader questions about the imperatives and usefulness of literary theory in relation to texts and worlds.

**Class Format:** discussion

**Requirements/Evaluation:** frequent short papers totaling 20 pages

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 240 (D1) ENGL 230 (D1)

**Writing Skills Notes:** The course fulfills the writing skills requirement by asking students to complete four five-page papers evenly spaced over the

course of the semester, providing an opportunity for revision. Each paper will receive full comments on writing and argumentation, as well as on content.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL 200-level Gateway Courses

Not offered current academic year

### **ENGL 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 231

#### **Secondary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

### **ENGL 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)**

**Cross-listings:** LATS 232 ENGL 232

#### **Secondary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and

critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 232 (D2) ENGL 232 (D2)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

**ENGL 233 (F) Great Big Books (WS)**

**Cross-listings:** COMP 293 ENGL 233

**Primary Cross-listing**

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

**Requirements/Evaluation:** regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 293 (D1) ENGL 233 (D1)

**Writing Skills Notes:** Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences to discuss the drafts; occasional in-class discussion of issues of writing and argumentation.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Stephen J. Tift

**ENGL 234 (F) The Video Essay**

While people today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think *with* the medium, exploiting the resources of film and video in their efforts to understand how these media work on viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in the use of Adobe Premiere Pro, students will spend the term alternately making short video essays and commenting on the essays produced by their partners. Note that this is primarily a course in film analysis: students will not shoot any original material. No prior experience is required.

**Class Format:** We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating video essays on film topics, and writing commentaries on the essays of their partner.

**Requirements/Evaluation:** four written exercises (1-2 pages); five video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays.

**Prerequisites:** permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores; first-year students; English majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

TUT Section: T1 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

**ENGL 235 (F) Theatre Masters: Become One of Them**

**Cross-listings:** THEA 233 ENGL 235

**Secondary Cross-listing**

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

**Requirements/Evaluation:** Research, development, creativity, final performance.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 233 (D1) ENGL 235 (D1)

**Not offered current academic year**

**ENGL 236 (F) Fields of Barley, Streets of Gold: Utopia in Fiction (WS)**

*Each of the gates was a single pearl: And the street of the city was pure gold, As it were transparent glass. Revelations 21:21* It makes us happy to imagine the future in apocalyptic terms, partly because we love to say I told you so. You didn't listen, and now look. Fort Lee is on fire, and zombies are smashing down your parents' door. Catastrophe satisfies us on many levels; by contrast, the utopian vision provides a more delicate thrill. For a writer, the task is to provide a fiction that will not feel like a moral lesson or the illustration of some theory about how we should behave. This course will consider different utopian stories in a vaguely chronological sequence: Classical Era, Renaissance, Enlightenment, and then moving through the 19th and 20th centuries, and then into modern science fiction. You'd be right if you think this sounds as if I haven't yet finalized the list, but it will include familiar and unfamiliar names--Plato, More, Bacon, Campanella, Fourier, Bellamy, Skinner, LeGuin, Bisson, Kim Stanley Robinson, and various Afro-Futurists. Mostly you will be reading (or else listening to the instructor describe) excerpts and summaries rather than full texts, as utopian visions are often quite long and we want to consider large numbers of them. The emphasis in this class will be on writing rather than reading. Most assignments will consist of either sketching out or actually writing a short story set in one of these imagined worlds, a story that would serve as a critique. In addition, as a final project, students will invent a personal utopia and present it to the class.

**Requirements/Evaluation:** You will be graded on the basis of class participation, plus ten short written assignments and two longer ones. The instructor will require revisions on the longer assignments in order for you to receive a grade.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** If the course is over-enrolled, I will give preference to seniors, then juniors, then sophomores.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course will involve weekly writing assignments of perhaps three pages each as well as two longer pieces of perhaps 15 pages each: In total, I hope, not more than sixty pages per student. The shorter assignments will consist of a page or so of commentary on a piece of utopian writing, and a scene-by-scene sketch for a story set in it that illustrates that commentary or critique. The larger projects are (1.) a full rendering of one of those sketches and (2.) your own utopian vision.

**Attributes:** ENGL Criticism Courses

Not offered current academic year

### **ENGL 239 (S) Zen and the Art of American Literature**

Just one hundred years ago, few Americans knew the first thing about Buddhism. But these days, who hasn't heard of (or even tried) mindfulness or meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, Western attitudes towards death and dying, and the ongoing struggle for racial justice. And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

**Class Format:** This will be a lecture class, with little to no time for in-class discussion. To create opportunities for conversation and discussion, I will offer a substantial number of office hours each week as well as occasional discussion group meetings (of 15 students each; the discussion group meetings will be optional).

**Requirements/Evaluation:** Since this is an experiential course, presence is essential and will be strictly required (so after two allowed absences, each subsequent absence will lower a student's final course grade by 1/3 of a letter grade: A- to B+, for example). Other requirements: short reading responses and free-writing exercises for each class meeting, a 3-4 page midterm essay and a final 8- to 10-page essay.

**Prerequisites:** none

**Enrollment Limit:** 75

**Enrollment Preferences:** Students who preregister should fill out the Google Form at <https://tinyurl.com/ZenAmLitSpring2023> by the end of preregistration. Preference will go to students dropped from the Fall21/Spring22 sections of ENGL 239 and then by class year (seniors first).

**Expected Class Size:** 75

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

**ENGL 241 (S) Introduction to Comparative Literature**

**Cross-listings:** ENGL 241 COMP 110

**Secondary Cross-listing**

Comparative literature involves reading and analyzing literature drawn from different times, movements, cultures, and media. In this class, we will study English translations of texts from eras spanning the ancient to the contemporary; literary movements including romanticism, realism, and postmodernism; national traditions arising in Western and Eastern Europe, Asia, and Latin America; and media including prose fiction, graphic memoir, and film. Throughout the course, we will consider what it means to think about all these different works as literary texts. To help with this, we will also read selections of literary theory that define literature and its goal in abstract or philosophical terms. Assignments will focus on close, creative reading of relatively short texts by authors like Homer, Sei Shônagon, Kleist, Lermontov, Zola, Borges, Wilde, Mamet, Bechdel, and others. *All readings will be in English.*

**Requirements/Evaluation:** attendance, participation, two 5-page papers, a few short responses, midterm exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** students considering a major in Comparative Literature

**Expected Class Size:** 35

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 241 (D1) COMP 110 (D1)

**Not offered current academic year**

**ENGL 242 Bewilderment: Contemporary U.S. Poetry and the Ethics of Unknowing (DPE) (WS)**

"I perceive I have not really understood any thing, not a single object, and that no man ever can," wrote Walt Whitman in a great poem of 1860. "Tell all the truth, but tell it slant," answered Emily Dickinson a few years later, as if suggesting a strategy for how to write one's way into Whitman's radical uncertainty. These articulations of knowing and unknowing, of telling and untelling, continue to thread their way into U.S. poetry today. This course will explore bewilderment as both a poetic strategy and an ethical position. How do error, randomness, contradiction, obliquity, and dissociation serve the poem and the poet? How do such strategies counter ideas of literary mastery, heroism, virtuosity, privilege and celebrity? What are the political possibilities of such counter stances, especially as embodied and expressed by poets who speak from outside the stronghold of the white male establishment? We will primarily read from recently published work in the U.S., but will also be interested to track the literary traditions that have shaped how contemporary poets think and write. Authors read may include: Wanda Coleman, Eileen Myles, Anne Carson, Layli Long Soldier, Vanessa Angelica Villarreal, Fanny Howe, Terrance Hayes, Jennifer Chang, Tiana Clark, Brenda Hillman, Jane Wong, Tommy Pico, Paisley Rekdahl, Brian Teare, Diana Khoi Nguyen, and C. D. Wright.

**Requirements/Evaluation:** Classroom participation in discussion, several papers of graduated lengths and complexity (for a total of 20 pages of writing).

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** potential sophomore English majors have first choice, then prospective or current American Studies majors

**Expected Class Size:** 19

**Grading:**

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Gateway courses in English traditionally emphasize writing skills, and this course is no exception. Attention will be paid to drafts

and revisions of essays.

**Difference, Power, and Equity Notes:** The vast majority of works read are authored by poets outside the white male straight cisgender establishment. More importantly, we will constantly engage the question of how poetry may serve the needs of equity and inclusion in the U.S. contemporary literary marketplace.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **ENGL 244 (F) Interpreting Film (WS)**

From the earliest days of narrative film, it was clear that the new medium enjoyed an unparalleled capacity to absorb spectators in the sheer passive enjoyment of the cinematic spectacle, so for many viewers cinema has seemed naturally to be a form of entertainment rather than an art form or a medium for exploring ideas. But not only have entertaining "movies" and artistic "films" always co-existed amicably, but in many cases have coincided: some of the greatest works of cinematic art first billed themselves unassumingly as enjoyable diversions. In order to appreciate the aesthetic and intellectual richness of such films, one must learn to "read" their crucial scenes closely, analyzing their visual and auditory language as well as their dramatic content, and must learn to interpret their surprisingly complex larger patterns of thought. This tutorial offers concrete training in both of these skills. During the first four weeks, students will write and discuss short weekly papers analyzing key sequences of a film, learning to identify diverse cinematic effects in order to illuminate dramatic patterns. During the last six weeks of the semester each student in a tutorial pairing will write a longer interpretive paper in alternate weeks, learning to construct fuller arguments addressing the whole of a film. Most films will be drawn from classical Hollywood cinema of the 1930s and 1940s, but we will also study European, Indian, and Japanese films. Readings during the first part of the semester will concern technical features of cinema; later readings will address larger interpretive issues (e.g., patterns in film genres, such as the nature of the gangster as a tragic hero; or social issues reflected in films, such as the newly empowered roles of women during the early 1940s and their influence in shaping the dangerous heroines of film noir).

**Requirements/Evaluation:** six short (2- to 6-page) papers and three short responses to one's partner's paper, totalling 25 pages of writing; active, sustained participation in tutorial discussions

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores and first-year students who have satisfied or placed out of the English Department's 100-level prerequisite

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Tutorial--constant writing and critique. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 245 (S) Blackness and Visual Expression**

This course will examine how blackness has been represented in visual media. Beginning with 19th century examples, we will examine representations associated with slavery and minstrelsy. In particular, we will consider paintings by artists such as Winslow Homer, Thomas Eakins, and Henry O. Tanner, alongside racial representations in popular media, such as newspaper editorial cartoons and book illustrations. Moving across the range of the 20th century, we will examine various visual media, including painting, photography, theater, costume design, fashion, advertising, and film. Films such as *Cabin in the Sky*, *Stormy Weather*, *Bingo Long's All Stars*, *Shaft*, and *Harlem Nights*, as well as recent movies, including *The Black Panther* and *Get Out* exemplify various imaginative revisions of racial conventions. Students will be expected to participate actively in the classroom and in group projects. Some of this material will be covered by student presentations, and all students will be expected to contribute to our discussions of the various examples we bring before us. Texts for the course will represent several disciplines and approaches to writing about race and culture. The writing for the course will be a journal and a 10-page final paper.

**Requirements/Evaluation:** participation in group projects, journal, and final 10-page paper

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 19

**Enrollment Preferences:** majors and prospective majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year

### **ENGL 246 (S) The Craft of Writing**

An introduction to writing short fiction in a course that emphasizes elements of craft. Discussion of published fiction will be combined with exercises, a student workshop, and individual conferences with the instructor. Students should expect a course that focuses on reading as well as writing.

**Requirements/Evaluation:** Requirements/Evaluation: active participation, close readings of published work, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction.

**Prerequisites:** A 100 level English class or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** English Majors and students interested in Creative Writing

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nalini M. Jones

### **ENGL 247 Art of the Essay**

The "essay" is one way of writing about the intersection of self and world. Writers from 16th century French Michel Montaigne to contemporary American physician Siddhartha Mukherjee and Canadian lyric essayist Anne Carson have experimented in this form, varying the proportion of self-scrutiny to outward focus. We will study the meandering history of this rich literary form, learning both how to analyze and interpret representative examples from multiple traditions, and how to try our hand at our own creative nonfiction. That is, you will do both critical writing and creative writing for this course. Throughout, we will track how this genre serves those writers and readers who gravitate toward its special arts. Works read include those by the writers named above, as well as a selection from the following list: Henry David Thoreau, William James, Gertrude Stein, James Baldwin, James Agee, John McPhee, Alice Walker, Gloria Anzaldua, Claudia Rankine, Theresa Hak Kyung Cha, and Maggie Nelson.

**Requirements/Evaluation:** four papers (two critical and two creative), of varying lengths (from 2-10 pages), for a total of 20 pages

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **ENGL 250 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will

compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**ENGL 252 (F) Ficciones: A Course on Fiction** (DPE)

**Cross-listings:** ENGL 252 LATS 222

**Secondary Cross-listing**

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

**ENGL 253 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Secondary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D1) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

**Not offered current academic year**

**ENGL 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Secondary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have

engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

### **ENGL 257 (F) The Personal Essay (WS)**

The personal essay as a literary form includes a wide range of genres including literary journalism, creative nonfiction and the lyric essay. (Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography.) As a Gateway to the English major, this course we will focus on critical methods and analytical writing skills that will serve students who want to pursue more advanced work in the department. We will consider the literary history of the personal essay from Montaigne to yesterday, attending primarily to writers from the 20th and 21st centuries, and from the U.S. The reading list may include: James Baldwin, James Agee, Annie Dillard, Audre Lorde, John McPhee, Joan Didion, Adrian NicholeLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

**Requirements/Evaluation:** Evaluation will be based on class participation, peer editing, writing and revision, with special attention given to the student's engagement in every aspect of the writing process.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course will demand weekly writing and critical responses, drafts and revisions of essays, as well as peer editing. There will be 4-5 essays required, for a total of approximately 25-30 pages. One-on-one meetings with the professor will be a regular feature.

**Attributes:** ENGL 200-level Gateway Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cassandra J. Cleghorn

### **ENGL 258 (F) Poetry and the City (WS)**

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui, Rankine, and Diaz. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

**Class Format:** discussion-based

**Requirements/Evaluation:** class participation; the course will require four 5-page essays in multiple drafts

**Prerequisites:** 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year and sophomore students who are thinking of majoring in English, and majors who have not yet taken a Gateway course.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky

### **ENGL 259 (S) Ethics of Jewish American Fiction**

**Cross-listings:** ENGL 259 JWST 259 REL 259

**Secondary Cross-listing**

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

**Requirements/Evaluation:** class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

**ENGL 264 (S) Utopia and the Idea of America(s) (WS)**

**Cross-listings:** ENGL 264 COMP 295

**Primary Cross-listing**

What value does the utopian/dystopian text hold in the development of alternative thought? This course, primarily grounded in science fiction and the African American and Latin American contexts, will address this question via the thoughtful examination of a range of theoretical, fictional, and cinematic texts from, among others, Thomas More, John Akomfrah, Samuel Delany, Octavia Butler, Jorge Luis Borges, Alfonso Cuarón, José Vasconcelos, Eduardo Urzaiz, and Fredric Jameson.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 264 (D1) COMP 295 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Ricardo A Wilson

**ENGL 265 (S) Dislocating the Harlem Renaissance (WS)**

**Cross-listings:** ENGL 265 AFR 244

**Primary Cross-listing**

Beginning with Alain Locke's *The New Negro: An Interpretation*, this course introduces students to the black literary and cultural production of the 1920s and 30s that we have come to regard as the Harlem Renaissance. While canonical figures will be covered, significant attention will also be paid to artists that have garnered less attention as well as those that sit outside the geographic boundaries of Harlem. Figures to be considered throughout the term include Sterling Brown, Miguel Covarrubias, Jessie Redmon Fauset, Angelina Weld Grimké, Langston Hughes, Zora Neal Hurston, Nella Larsen, Claude McKay, Richard Bruce Nugent, Anne Spencer, Jean Toomer, Eric Walrond, and Walter White.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** majors and prospective majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 265 (D1) AFR 244 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C

Not offered current academic year

**ENGL 266 (F) Postmodernism (WS)**

**Cross-listings:** COMP 231 ENGL 266

**Secondary Cross-listing**

In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and others; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

**Class Format:** after an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week

**Requirements/Evaluation:** participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

**Prerequisites:** a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Comparative Literature majors, students with a demonstrated interest

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 231 (D1) ENGL 266 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

**Attributes:** ENGL Criticism Courses

Not offered current academic year

**ENGL 267 Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based

on improvement in written expression and engaged contribution to weekly discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors and prospective majors.

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

### **ENGL 268 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

Secondary Cross-listing

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

### **ENGL 272 (S) American Postmodern Fiction**

**Cross-listings:** AMST 272 ENGL 272

Primary Cross-listing

American fiction took a turn at World War II; the simplest way to name the turn is from modernism to postmodernism. The most obvious mark of postmodern narration is its self-consciousness: postmodern books tend to be about themselves, even when they are most historical or realistic. Already a paradox emerges: why would World War II make narratives more self-reflexive? The first book in the course, and the best for approaching this paradox, is Heller's *Catch-22*. It also serves as a good introduction to the unlikely merging in American fiction of high European post-structuralist postmodernism and low American punk postmodernism. Subsequent books in the course will probably include Pynchon's *The Crying of Lot 49*,

Morrison's *Beloved*, DeLillo's *White Noise*, Carver's *What We Talk About When We Talk About Love*, Diaz's *The Brief Wondrous Life Of Oscar Wao*, and Whitehead's *The Underground Railroad*.

**Requirements/Evaluation:** three papers of increasing length and weight, contributions to class discussion

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students who have placed out of 100-level English and sophomores considering the major; then Junior and Senior English majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 272 (D2) ENGL 272 (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories C

Not offered current academic year

**ENGL 273 (S) Detectives Without Borders (DPE) (WS)**

**Cross-listings:** COMP 273 ENGL 273 GBST 273

Secondary Cross-listing

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories worldwide. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. Simultaneously, the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox, and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows, and film noirs will also be included in the course material. All readings will be in English.

**Requirements/Evaluation:** short papers, one research paper, oral presentations, midterm, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** COMP core course

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 273 (D1) ENGL 273 (D1) GBST 273 (D2)

**Writing Skills Notes:** This writing skills course requires weekly short papers, blog entries, and three 5- to 7-page papers, which will test students' ability in close-reading, comparative readings, and research analysis. I will provide written feedback regarding grammar, style, and argument.

**Difference, Power, and Equity Notes:** A significant part of the course addresses post-colonial critical theory issues by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

## **ENGL 275 (S) Southern Literary Aesthetics (DPE) (WS)**

**Cross-listings:** ENGL 275 AFR 275 AMST 276

### **Primary Cross-listing**

Hip-Hop artists signify as "the dirty South" the distinct sounds, rhythms, landscapes, gestures, desires as well as frustrations of Black residents living in the southernmost regions of the U.S. American continent. In this course, students will examine what the South means to American concepts and how the South is used to make meaning in literature, music, art, digital archives, and film. We will give particular attention to how representations of the South are informed by region, gender, sexuality, and class. At the end of the course, students will be able to identify Black southern aesthetics across various genres and mediums with attention to historical and regional specificity despite the opacity of these categories. Potential artists include Jean Toomer, Alice Walker, Ernest Gaines, William Faulkner, Jesmyn Ward, Zora Neale Hurston, Natasha Trethewey, E. Patrick Johnson, Trudier Harris, Kiese Laymon, Julie Dash, Spike Lee, Askia Muhammad Touré, Alexis Pauline Gumbs, Alison Janae Hamilton, Outkast, DJ Khalid, Beyoncé Knowles, and Solange Knowles.

**Requirements/Evaluation:** four or five writing assignments that total about 20 pages; discussion facilitation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 275 (D1) AFR 275 (D1) AMST 276 (D2)

**Writing Skills Notes:** Students will develop a writing practice through short in-class assignments that culminate in four or five formal submissions. Students will receive group as well as one-on-one feedback on useful writing principles. Feedback will focus on structure, style, argumentation, and audience.

**Difference, Power, and Equity Notes:** Students will analyze the "shaping of social differences, dynamics of unequal power, and processes of change" in the South. Students will discover how region impacts race, gender, sexuality, and class.

**Attributes:** ENGL 200-level Gateway Courses

**Not offered current academic year**

## **ENGL 277 (F) Meditation and Modern American Life**

**Cross-listings:** REL 277 ENGL 277

### **Primary Cross-listing**

The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. \*Please note the atypical class hours, Thursdays, 4:45-8:30 pm.\*

**Requirements/Evaluation:** full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay

**Enrollment Limit:** 18

**Enrollment Preferences:** final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 277 (D1) ENGL 277 (D1)

Not offered current academic year

### **ENGL 278 (S) Buddhism and Contemporary American Literature**

The influence of Buddhism on American literature is long-standing and appears to be growing ever deeper with time. A very partial list of contemporary American writers who have been influenced by Buddhist practice and theory includes: Ruth Ozeki, George Saunders, Charles Johnson, Alice Walker, bell hooks, Maxine Hong Kingston, Ocean Vuong, Maggie Nelson, Jane Hirshfield, and Norman Fischer. This class, conceived as a follow-up to the introductory course "Zen and the Art of American Literature" (though it's not necessary that students have taken that course), will offer a deeper look into the role that Buddhism is playing in contemporary American literature. Our focus will fall squarely on literary texts (mostly novels and poems by the authors named above, including Ruth Ozeki's latest novel, *The Book of Form and Emptiness*), but we'll make occasional forays into Buddhist nonfiction, to supplement our understanding of how Buddhism is speaking to pressing contemporary problems like racism and the ecological crisis. Students who want to take this course should already be familiar with the practice of meditation (see pre-reqs below), which they will be asked to continue (for 15-20 minutes a day) alongside their study of texts by writers who have themselves engaged in similar contemplative practices (often as an integral part of their own writing practice). Ideally, practice and theory, reading and experience will mutually inform one another.

**Requirements/Evaluation:** Attendance will be strictly required (after two allowed absences, each subsequent absence will lower a student's final course grade by 1/3). Other requirements: daily meditation practice (15-20 minutes a day), a weekly meditation journal, various informal in-class and take-home writing assignments, and a final 10-12 page essay.

**Prerequisites:** Students must have successfully completed a course at Williams that includes a substantial introduction to the practice and theory of meditation. Examples include ENGL 239, ENGL 277, REL 269, REL 232, REL 254, REL/PHIL 288.

**Enrollment Limit:** 25

**Enrollment Preferences:** After you preregister, please email me at brhie@williams.edu with an explanation of what draws you to the course, as well as the name of the course you've taken that satisfies the meditation-related prerequisite.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 279 (F) Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams (DPE) (WS)**

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths. This focus highlights the significant contributions Chicano voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject's political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture—from the city to the campo to the cultural in-between of the border.

**Requirements/Evaluation:** Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an in-class presentation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Sophomores considering the English major, but juniors and seniors are also welcome.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

**Difference, Power, and Equity Notes:** This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

### **ENGL 281 (F)(S) Introductory Workshop in Poetry**

Poetry is a capacious genre, and notoriously difficult to define. Emily Dickinson wrote of it this way: "If I read a book and it makes my whole body so cold no fire can ever warm me, I know that is poetry. If I feel physically as if the top of my head were taken off, I know that is poetry. These are the only ways I know it. Is there any other way?" In this introductory workshop, we will generate an expansive definition of poetry and a facility with its many strategies. We'll read broadly in canonical and contemporary poetry and will engage in various exercises, improvisations, and collaborations. You'll learn both to write your own poems and to think critically about your own creative processes. You'll also be expected to write brief reflection papers, give thoughtful feedback on one others' poems, and revise your own work as part of a final portfolio.

**Requirements/Evaluation:** engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** All interested students should pre-register and will be emailed with instructions if the course is over-enrolled.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Jessica M. Fisher

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Cassandra J. Cleghorn

### **ENGL 282 (F) Introductory Workshop in Memoir**

A course in basic problems and possibilities that arise in the composition of memoir. Individual meetings with the instructor will be available. Class sessions will be devoted to the discussion of both published and student work. Students will receive written critiques from other students as well as the instructor. Evaluation will be based on class participation, critiques of classmates' work, the successful completion of several writing exercises, two workshop pieces, and a final portfolio of 25 pages of memoir. No prerequisites. Enrollment limited to 12. Selection will be based on writing samples.

**Requirements/Evaluation:** Evaluation will be based on class participation, critiques of classmates' work, the successful completion of several writing exercises, two workshop pieces, and a final portfolio of 25 pages of memoir.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** All interested students should preregister. If the class is overenrolled, preregistered students will be notified with instructions for submitting a writing sample.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Karen L. Shepard

### **ENGL 283 (F)(S) Introductory Workshop in Fiction**

An introduction to the basics of writing short fiction. Exercises, short assignments, and discussion of published fiction will be combined with discussions of student stories, individual conferences with the instructor, and independent work.

**Requirements/Evaluation:** active participation, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm James R. Shepard

SEM Section: 02 TF 2:35 pm - 3:50 pm James R. Shepard

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Ricardo A Wilson

### **ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

#### **Secondary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

### **ENGL 288 (S) Introductory Poetry Workshop: Writing as Experiment**

Some writing gets categorized as "experimental" or "avant-garde." But a spirit of experimentation---of rigorous, playful curiosity---is crucial for writers of all levels and styles to cultivate. In this introductory poetry course, we will engage in games and exercises designed to help us explore the wide set of tools available to poets. We will read works by canonical and contemporary poets, from Shakespeare and Dickinson to Fatimah Asghar, Haryette Mullen, Douglas Kearney, and more. We will also discuss the ways race, gender, and power affect interpretations of the risks such poets take in their work, asking: What are the boundaries of what is considered to be poetry, and what possibilities for writing might we discover by pushing against those boundaries? How might a poem live, not just on the page, but also on a sidewalk, on a screen, in performance? This is a course that approaches writing as a laboratory to test out ideas and asks students to think critically about their own creative processes. Students will be expected to create new writing, submit reflection papers, give feedback on each others' poems, and revise work as part of a final portfolio.

**Requirements/Evaluation:** Class participation, completion of writing exercises, feedback/reflection papers, and a final portfolio with revisions.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if course becomes over-enrolled, enrollment will be determined by application.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

### **ENGL 290 (F) Technologies of Friendship**

**Cross-listings:** ENGL 290 STS 290

Secondary Cross-listing

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships has been complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, and social media.

**Requirements/Evaluation:** Students will write essays and critique their partner's essays in alternate weeks.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** STS concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 290 (D2) STS 290 (D2)

Fall 2022

TUT Section: T1 TBA Ezra D. Feldman

**ENGL 300 (F) Re/Generations I: Memory Against Forgetting and the Global American Empire (DPE)**

**Cross-listings:** COMP 357 ENGL 300 AMST 300

**Secondary Cross-listing**

This is a two-part junior seminar in which we take an expansive approach to memoir as a form, genre, and practice, with specific attention given to texts reckoning with the traumas, transgressions, and transformations of what we understand as "America" and its many discontents. In this first part, we focus on authors charting the lives and afterlives of chattel slavery, settler colonialism, genocide, war, and the expansion of the global American empire, from the 19th through 20th centuries. How do these authors remediate the critical (il)legibility of personhood and place, community and nation? What myths must be dispelled and/or rewritten? What structural elements are deployed to tackle the obstacles of hegemonic power and historical amnesia, and how do these authors re/generate "what remains of lost histories and histories of loss" (Eng and Kazanjian)? Texts to be considered may include: *Narrative of the Life of Frederick Douglass, an American Slave*; *Hawaii's Story by Hawaii's Queen* (Lili'oukalani); *Notes of a Native Son* (James Baldwin); *Borderlands/La Frontera* (Gloria Anzaldúa); *Dictee* (Theresa Hak Kyung Cha).

**Requirements/Evaluation:** weekly reading responses, midterm and final papers

**Prerequisites:** American Studies 101 and/or 301, previous coursework in race, ethnicity, and diaspora, junior or senior standing, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 357 (D1) ENGL 300 (D2) AMST 300 (D2)

**Difference, Power, and Equity Notes:** Analyzes the dynamics of power and privilege in the U.S. from a national and transnational context, examines the perspectives of socially marginalized groups, and fosters an understanding of the beliefs, experiences, and cultural productions of these groups.

**Attributes:** AMST Arts in Context Electives

**Not offered current academic year**

**ENGL 301 (F) Sublime Confusion: A Survey of Literary and Critical Theory**

**Cross-listings:** ENGL 301 COMP 301

**Secondary Cross-listing**

Which is more appealing, a roller coaster or a rose? For much of its history, art and literary theory has conceived itself as a science devoted to explaining and defining "beauty." But running alongside this is an edgier countercurrent that worships something else: an experience of excitement, fear, suspense, or thrilling confusion often described as "the sublime." The sublime interested early critics, from classical rhetoricians to the German Idealists, as a way to make aesthetics more scientific paradoxically by identifying the doorway through which art and literature escaped the realm of reason. More recently the notion of literature's exciting confusion has played a key role in modern critical theory from Russian formalism to new criticism, deconstruction, postmodernism, and posthumanism. (In fact, poststructuralist criticism itself has a thrillingly confusing quality that we will not ignore.) We will take up a cross section of critical theory from classical times to the present, focusing on careful reading of relatively short texts by Plato, Aristotle, Addison, Burke, Schiller, Nietzsche, Shklovsky, I.A. Richards, Barthes, Derrida, Lyotard, Fredric Jameson, Haraway, and others. Case studies ranging from opera to Xbox will enlighten, thrill, and confound you. Written assignments will encourage you to parse these theories carefully

and apply them to the literary texts that most interest you: prose, poetry, or drama from any time and place; film, visual art, or architecture; music, new media, or digital media, and beyond.

**Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

**Prerequisites:** 200- or 300-level course in literature, theory, or philosophy, or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students majoring or considering a major in a related field

**Expected Class Size:** 9

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 301 (D1) COMP 301 (D1)

**Attributes:** ENGL Criticism Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Christopher A. Bolton

**ENGL 302 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics** (DPE)

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Primary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

### **ENGL 303 (F) The New Television**

TV has changed a lot, and it seems like a good time to figure out how. We will watch full seasons of landmark shows (*Game of Thrones*, *Girls*, *Breaking Bad*, *The Sopranos*) in order to answer a series of questions: How does the new television differ from older network shows? What are its distinctive storytelling techniques? What, in particular, is the appeal of complex and long-form narrative? Is modern television, as often claimed, a reinvention of the nineteenth-century novel? Which features does it take over from the novel and do they work the same way on the screen as they do on the page? But then what is television's relationship to the film genres that it also inherits? What happens to a gangster movie when you extend it out to eighty-six hours? What's the difference between a zombie movie and a really long zombie movie? And how is it that the new television has reclaimed the word *binge*, which used to be associated with broken diets and heavy drinking?

**Requirements/Evaluation:** informal weekly writing; class participation; midterm and final essays, 30 pages total

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam. Do contact Prof. Thorne if you would like to take the class without the prereq.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian Thorne

### **ENGL 304 (S) Dante**

**Cross-listings:** COMP 317 ENGL 304

**Primary Cross-listing**

In the spring of 1300, Dante Alighieri entered Hell. The *Divine Comedy* is the record of the journey that followed. It is organized around a series of encounters with figures from the poet's past--for example, a former teacher damned for violating nature--as well as historical and literary characters: Ulysses, Thomas Aquinas, Plato, Virgil, Adam. Though the *Comedy* is probably now best known for its savagery--the bodies split open, the Popes turned upside down and lit on fire--it is also, as Dante claims, a love story and a work of high imaginative daring. Among its final images is a vision of paradise rendered through the precise if also mind-bending language of non-Euclidean geometry. In this course we will read the three books of the *Comedy* (*Inferno*, *Purgatorio*, *Paradiso*), the *Vita Nuova*, and a few brief selections from Dante's other works. All readings will be in translation.

**Requirements/Evaluation:** five written exercises and a 10-page final paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 317 (D1) ENGL 304 (D1)

**Attributes:** ENGL Literary Histories A

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm John E. Kleiner

### **ENGL 308 (S) Race and the Zombie Apocalypse**

**Cross-listings:** ENGL 308 AFR 305

#### **Primary Cross-listing**

This course takes a critical approach to our contemporary understanding of the figure of the zombie and its inextricable link to discourses on race and blackness in the Americas. An introductory grounding in theories of social death allows an opportunity to explore the racial anxiety that gave birth to the genre and trace its development throughout the hemisphere. The course considers the novels, films, and critical texts that frame the genre in order to pose the following questions: What can the figure of the zombie teach us about our evolving relationship to race? What roles do gender and sexuality play in the construction of the genre? And, finally, how does the recent proliferation of zombie-related television shows, movies, books, and video games reflect our present-day concerns?

**Requirements/Evaluation:** weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 308 (D1) AFR 305 (D1)

**Attributes:** ENGL Literary Histories C

**Not offered current academic year**

### **ENGL 309 (S) Ibsen, Chekhov and the emergence of Modern drama**

**Cross-listings:** COMP 387 THEA 387 ENGL 309

#### **Secondary Cross-listing**

This course will center on the plays of Henrik Ibsen and Anton Chekhov, key figures in the development of Modern European drama. Prospective readings will include Ibsen's *A Doll's House* (1879), *The Wild Duck* (1884), *Rosmersholm* (1886) and *Hedda Gabler* (1890); Chekhov's *The Seagull* (1896), *Uncle Vanya* (1900), *Three Sisters* (1901) and *The Cherry Orchard* (1904); along with August Strindberg's *Creditors* (1889) and Oscar Wilde's *An Ideal Husband* (1894). We will chart the development of dramatic realism and naturalism, and situate these plays in the context of the late-nineteenth century "ache of modernism", with supplemental readings that highlight changing conceptions of identity and subjectivity, emerging strains and contestations over gender and sexuality, and the wider sociological, political and technological changes of the period. The course will also be centrally concerned with these playwrights' innovative explorations of the investigations of theatre's capacities and limitations in representing social reality and the 'performance' of selfhood.

**Requirements/Evaluation:** Five papers, alternating weeks with your tutorial partner; critical responses to your partner's essays; evaluation of participation.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 387 (D1) THEA 387 (D1) ENGL 309 (D1)

Not offered current academic year

**ENGL 311 (S) Trans-American Modernisms: Latin America, the Caribbean, and the Black and Latinx U.S. (DPE)**

What would it mean to rethink Modernism through a hemispheric-American lens? This course aims to broaden your perspective of what "Modernism" (as it is known in the Anglophone world) is and/or could be. Our approach assumes that the history of Modernism as a global literary movement made up of divergent though related literatures is yet to be written. It also seeks to resituate our understanding of Latinx literature within the geo-social space of the U.S. South and the Global South, treating "Latinx" as a hemispheric project while facilitating cross-disciplinary conversation between African American Studies, Latin American Studies, and American Studies. We'll begin by reading contemporary literary theory to introduce a global perspective to the study of modernist movements. Thereafter we'll turn to study Modernism's major nineteenth-century precursor poets of the Americas (Whitman, Dickinson, Martí, and Darío) to articulate key questions about modernist innovation and what it means for the poets and artists of the geo-social peripheries to participate in, repudiate, or be excluded from *l'esprit nouveau* of modernist and avant-garde movements. We will examine what George Yúdice calls the "double bind" situation of the Latin American artist (either be Europe's double or its Other), as we survey early to mid twentieth-century Latin American and Caribbean responses to European Surrealism. From there we will move to consider the trans-American dialogue between Langston Hughes, Nicolás Guillén, and Federico García Lorca (whose *Poeta en Nueva York* recounts the poet's journey from Black Harlem to Cuba). Finally, we will zero in on the early to mid twentieth-century Black and Latinx experiences of modernism/modernity in the U.S. while also attending to where questions of race, class, and gender/sexuality emerge in the canon of Anglo-American Modernism.

**Requirements/Evaluation:** Active participation in in-class and online discussion, two close-reading papers (5 pages each), contributions to course blog, and a final 8-10 page research paper.

**Prerequisites:** A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, but non-majors with a strong interest in the subject are welcome.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout U.S. and Latin American history. The course emphasizes the experiences of colonization and U.S. imperialism in Latin America, those of social conflict in border regions throughout the U.S., and African-American experiences of racial injustice.

**Attributes:** ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

**ENGL 312 (S) Ecocriticism**

**Cross-listings:** ENVI 315 ENGL 312

**Primary Cross-listing**

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

**Requirements/Evaluation:** engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** majors in English or Environmental Studies

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 315 (D1) ENGL 312 (D1)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENGL 315 (S) Milton's Paradise Lost**

**Cross-listings:** REL 319 ENGL 315

Primary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets--dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents--the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read *Paradise Lost*, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school--about God and Adam and Eve and the serpent--really have been writing about rebellion all along?

**Requirements/Evaluation:** one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam.

If you are interested in taking the course without the prereq, do contact Prof. Thorne.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 319 (D2) ENGL 315 (D1)

**Attributes:** ENGL Literary Histories A

Not offered current academic year

### **ENGL 318 (F) Literary Taste and After Taste**

Why are some literary works acclaimed or neglected when they first appear, and why do their critical assessments change--sometimes drastically--over time? What does it mean to think of a work as 'before its time'? What is the relation between critical trends and their affinity for particular literary styles? In thinking about these issues, we will consider a few crucial instances: modernist poets and New Critics' celebration of Donne and Marvell over Milton in the early 20th century; 18th and 19th century writers' fascination with medievalism and the Gothic; deconstructionist critics' absorption with Romantic poetry; Marxist and neo-Marxist critics' qualified embrace of realism and critique of postmodernism; and recent and contemporary debates about the relation of aesthetic forms to representations of race, ethnicity, and gender.

**Requirements/Evaluation:** class participation and two essays, approximately 20 pages of writing

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Anita R. Sokolsky

**ENGL 320 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**ENGL 321 (S) Samuel Johnson and the Literary Tradition**

Samuel Johnson (1709-1784) has been exceptionally influential not only because he was a distinguished writer of poems, essays, criticism, and biographies, but also because he was the first true historian of English literature, the first who sought to define its "tradition." We will read Johnson's own works and Boswell's *Life of Johnson* to discover Johnson's talents, tastes, and standards as an artist, as a moral and literary critic, and as a man. We next will use Johnson's *Preface to Shakespeare* and *Lives of the Poets* to examine how this great intelligence assessed writers from the Renaissance through the eighteenth century. While reading his commentary on Shakespeare and his critical biographies of Milton, Dryden, Pope, and Gray, we will analyze selected works by these writers so as to evaluate Johnson's views and sharpen our understanding of the relationship between his standards and values, and the ones we hold today--both individually and collectively.

**Requirements/Evaluation:** midterm and final papers (15-20 pages total), and a take-home final exam

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, but all interested students are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories A

Spring 2023

SEM Section: 01 Cancelled

### **ENGL 322 (S) Borges, Nabokov, Beckett**

Jorge Luis Borges, Vladimir Nabokov, and Samuel Beckett were the three most influential writers in western fiction during the 1960s and 1970s; they helped to turn literary history from modernism to post-modernism. What they share is extreme self-consciousness of two kinds: the self is a labyrinth; the text is a labyrinth. Though born around the turn of the twentieth century, each came to international prominence only after the catastrophe of World War II. Unable to follow their modernist teachers in conceiving of art as the last best hope for the redemption of history, Borges, Nabokov, and Beckett each offered a unique, complex, and witty intelligence as compensation.

**Requirements/Evaluation:** There will be three formal writing exercises of increasing length and weight; participation in class discussions will also be a factor in the final grade.

**Prerequisites:** A 100-level English course, or a 5 on the AP literature exam, or a 6 or 7 on the advanced English IB exam.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then prospective English majors.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 323 (S) A Novel Education (WS)**

All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and--always--closely watched. Eighteenth-century novelists--and their narrators--aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)--long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider--much more briefly--Fielding's *Joseph Andrews* and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and--in the individualized setting of a tutorial--students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** Students will meet with the instructor in pairs for one hour each week

**Requirements/Evaluation:** Students will write and present a 4-to 5-page paper every other week, and comment on their partners' papers in alternate weeks

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, not open to first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories A

Not offered current academic year

### **ENGL 324 (F) Romanticism, Belatedly (DPE)**

**Cross-listings:** ENGL 324 COMP 327

Primary Cross-listing

What is Romanticism? Instead of searching for an answer at the movement's supposed point of origin (1790-1830, in Germany, England, and France), we will begin in early twentieth-century South Asia. In the nineteenth century, English Romantic poetry and, to a lesser extent, ethico-political and aesthetic ideas associated with German Idealism circulated in South Asia as part of a colonial education aimed at producing "a class of persons Indian in blood and color, but English in tastes, in opinions, in morals and in intellect" (Macaulay). The intentions of this plan of education aside, it unwittingly opened channels for literary, philosophical, and political exchange that were harmful to colonial rule, and essential to how we understand worlds of literature today. Behind the backs of its homegrown, self-anointed inheritors, Romanticism in the "colonies" led multiple other lives and was transformed in encounters that must--belatedly--be read back into its ordinary texts. Hence, in counter-chronological fashion, in this class we will begin with important postcolonial works by Faiz Ahmad Faiz (Urdu), Suryakant Tripathi Nirala (Hindi), Mahadevi Verma (Hindi), Sarojini Naidu (English), Mohammad Iqbal (Urdu and Persian), and Rabindranath Tagore (Bengali), to move on to Karl Marx and Heinrich Heine (German), Charles Baudelaire (French), and George Eliot (English), to end with John Keats (English), William Wordsworth (English), and G.W.F. Hegel (German). In considering these texts with an eye to poetics and interpretation, we will pay close attention to concepts that they bring to the fore, key among them "belatedness" (Nachträglichkeit), "allegory", "critique," "non-identity." We will read non-English language texts in translation, though we will have occasion to discuss originals.

**Requirements/Evaluation:** One mid-term essay (10 pages), one presentation (15 mins), one final paper (15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 324 (D1) COMP 327 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both Europe and South Asia gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories B

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

### **ENGL 325 (S) Joyce, Woolf, and Proust**

**Cross-listings:** ENGL 325 COMP 366

Primary Cross-listing

This seminar focuses on novels by three of the most important writers of modernist fiction: Marcel Proust (*Swann's Way*, the first novel of his sequence

*In Search of Lost Time*); Virginia Woolf (*To the Lighthouse*); and James Joyce (*Ulysses*, read in slightly abridged form). By juxtaposing these pathbreaking texts, we will examine the distinctive yet related ways in which they explore crucial preoccupations of modernism: the threat and the exhilaration of cultural loss in face of social and political transformations in the early twentieth century; the turn to memory, to art, and to objects as stays against de-stabilized subjectivity and as means of re-thinking value; the emergence of new forms of political and sexual identity; the heightening of consciousness to the verge of transport or disintegration; and the roots and perversities of desire. Students who have studied *Ulysses* in a previous course are welcome.

**Requirements/Evaluation:** regular class participation, two 8- to 10-page papers

**Prerequisites:** a 100-level ENGL course, a score of 5 on the AP English Lit exam, or a score of 6 or 7 on the Higher Level IB English exam; students who have taken ENGL 360 are welcome

**Enrollment Limit:** 22

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 325 (D1) COMP 366 (D1)

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Stephen J. Tifft

### **ENGL 327 (F) Autofiction**

At a minimum, autofiction refers to contemporary fiction with writer-protagonists who plausibly resemble their author and who often share a name with him or her. When did it begin? Perhaps *In Search of Lost Time* and *Portrait of the Artist as a Young Man* are modernist precursors, but the category comes into its own in the twenty-first century, when writers who know that reality is a fiction nevertheless crave truth, and authors who know that selves are constructs need to express themselves. Or perhaps they know that if the world and self are already fictions, why disguise it by traditional plotting and characterizing? The critical world isn't sure yet what to make of this widespread confounding of novel and memoir, so the course will be exploratory. We'll read about seven books of the quasi-genre, chosen from early prototypes by Marguerite Duras and Peter Weiss, canonized exemplars by Ben Lerner and Dave Eggers, and recent experiments by Sheila Heti, Tao Lin, Jenny Offill, Nell Zink, Will Self, Rachel Cusk, and Ron Currie.

**Requirements/Evaluation:** No exams. Three papers, 4 pp., 5 pp., 6-8 pp. Contribution to class discussions is expected and rewarded.

**Prerequisites:** 100-level English course or permission of instructor.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the English major.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm John K. Limon

### **ENGL 328 (S) Austen and Eliot**

**Cross-listings:** WGSS 328 ENGL 328

**Primary Cross-listing**

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will

explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.

**Class Format:** discussion

**Requirements/Evaluation:** two papers of approximately 8-10 pages

**Prerequisites:** a Gateway course or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior English majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 328 (D1) ENGL 328 (D1)

**Attributes:** ENGL Literary Histories B

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Anita R. Sokolsky

### **ENGL 329 (S) Austen, Eliot, Woolf**

**Cross-listings:** ENGL 329 WGSS 329

#### **Primary Cross-listing**

At roughly fifty-year intervals, Britain produced three brilliant female novelists -- Jane Austen, George Eliot, and Virginia Woolf -- who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction-- with an emphasis on Austen and Eliot -- with special attention to the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors' preoccupations with interior thought relate to their focus on women's experience? Possible texts include Austen's *Emma and Persuasion*, Eliot's *Middlemarch*, *Daniel Deronda*, and *The Lifted Veil*, and Woolf's *The Waves*.

**Class Format:** seminar

**Requirements/Evaluation:** one six-eight-page and one ten-twelve-page essay

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 329 (D1) WGSS 329 (D2)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

**Not offered current academic year**

### **ENGL 332 (S) Aesthetic Outrage (WS)**

**Cross-listings:** COMP 307 ENGL 332

**Primary Cross-listing**

In this tutorial course we will explore interdisciplinary ways of theorizing the outraged reception of provocative works of film, theater, and fiction. When riots, censorship, and vilification greet such works in moments of political and social upheaval, the public outrage is often strangely out of proportion to either the work's aesthetic nature or its overt commentary on the political crisis. Something powerfully symptomatic is at work, then: a set of threatened investments, unacknowledged values, and repressed ideas which surface explosively, but indirectly, in the aesthetic outrage. In an attempt to understand the strange logic of public outrage against works of art, we will explore the respective works' historical contexts, and use theoretical models--aesthetic, political, psychological, social--as a means of illuminating the dynamics of outrage and exposing understated linkages between a work's figurative logic and the political passions of its historical moment. We will study instances of outrage in the context of French Revolution (Beaumarchais' *The Marriage of Figaro*), the wave of anarchist terrorism in turn-of-the-century Paris (Jarry's *Ubu the King*), the sodomy trials of Oscar Wilde (*The Importance of Being Earnest*), the Irish Revolution (Synge's *The Playboy of the Western World* and O'Casey's *The Plough and the Stars*), and Stalinist collectivization (Eisenstein's suppressed film *Bezhin Meadow*). After two weeks in which we will meet as a group, students will meet with the instructor in pairs for one hour each week during the rest of the semester. They will write a 5- to 6-page paper every other week (five in all), and a short written analyses of their partners' papers in alternate weeks. Emphasis will be placed on developing skills not only in reading and interpretation (of historical events and of theoretical texts as well as of literature and film), but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** tutorial

**Requirements/Evaluation:** active participation in tutorial discussions, five 5- to 6-page papers, five 1- to 2-page critiques

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, Comparative Literature majors, highly qualified sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 307 (D1) ENGL 332 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C

**Not offered current academic year**

**ENGL 333 (S) The Nineteenth-Century British Novel**

**Cross-listings:** ENGL 333 WGSS 333

**Primary Cross-listing**

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic and social ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories remain highly accessible works of popular culture, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers' understanding of themselves as subjects and agents of an ongoing social history. Likely authors include Jane Austen, Walter Scott, Charlotte Bronte, Charles Dickens, Anthony Trollope, and George Eliot.

**Requirements/Evaluation:** Heavy (but entertaining!) reading load. Flexible writing requirement includes options for short essays, weekly journal, creative work, and research paper. Students must complete 4 units of writing, with the research paper, if chosen, counting for two. There will be additional bits of informal writing, evaluated as part of the class contribution grade, such as participating in the production of a "brainstorming" doc on Google.

**Prerequisites:** 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 333 (D1) WGSS 333 (D2)

**Attributes:** ENGL Literary Histories B

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

### **ENGL 334 (F) James Baldwin and His Interlocutors**

**Cross-listings:** AFR 361 ENGL 334

#### **Primary Cross-listing**

This seminar explores the life and writing of James Baldwin. Through an examination of both his fiction and nonfiction, we chart his interrogation and development of ideas surrounding, among other topics, race, courage, love, nation, revolution, and belonging. We also trace his impact on our national consciousness by engaging with authors whose own bodies of work intersect with his. This list includes, among others, Amiri Baraka, Nikki Giovanni, Lorraine Hansberry, Barry Jenkins, Audre Lorde, Norman Mailer, Richard Wright, and Malcolm X.

**Requirements/Evaluation:** weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 361 (D1) ENGL 334 (D1)

**Attributes:** ENGL Literary Histories C

**Not offered current academic year**

### **ENGL 335 (F) Moving Words, Wording Dance (DPE) (WS)**

**Cross-listings:** DANC 302 ENGL 335

#### **Secondary Cross-listing**

How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this course, we will explore different modes of writing about performance such as fiction, ethnography, and performative writing. The course material will primarily focus on books by artist-scholars of color with the aim of engaging with both the politics of identity in performance and also the politics of texts and archives. Each of the texts we encounter will be paired with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. Besides engaging deeply with the selected monographs, we will practice skills related to writing creatively and analytically about movement-based performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) participate in discussions about course materials, (iii) produce creative and critical writing (at least 5-6 pages every two weeks and a final cumulative assignment), and (iv) engage in the revision process of their own work and that of their peers based on feedback from the professor and from writing partners.

**Requirements/Evaluation:** Each student will write three 5- to 6- page papers on which professor and peers will provide critical feedback on content,

style, and grammar. Students will also revise the papers and meet with the professor to discuss the revision process. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 302 (D1) ENGL 335 (D1)

**Writing Skills Notes:** Each student will write three 5- to 6- page papers on which the professor and peers will provide critical feedback on content, style, and grammar. After each cycle of feedback, students will submit a revision, and will have an individual meeting with the professor to discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

**Difference, Power, and Equity Notes:** The monographs which anchor the course engage with the politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So, our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Not offered current academic year

### **ENGL 336 (F) Escape, Escapism, Escapology, and the Contemporary American Novel**

One prestigious set of contemporary American novels seems to confuse escape (evasion of real danger, such as Nazism or slavery), escapology (evasion of invented dangers, e.g. Houdini's art), and escapism (failure to confront real dangers). Some of these books have hyperbolic titles (*The Amazing Adventures of Kavalier and Clay*, *The Brief Wondrous Life of Oscar Wao*, *A Heartbreaking Work of Staggering Genius*), as if to suggest escapist or escapological fantasies about political or existential dangers that require real escaping. What's going on? We'll discuss the conceptual difficulties of escaping in a globalized world; and in particular, we'll discuss the resistance of contemporary American novelists to contemporary forms of messianism (or a place of return) and utopianism (or a place of departure). Besides the hyperbolically named texts, we will probably read Emma Donoghue's *Room* and Colson Whitehead's *The Underground Railroad*. Film paradigms will probably include *The Sound of Music* and *Life is Beautiful*.

**Requirements/Evaluation:** three formal papers and contribution to class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 338 (S) Literature of the American Renaissance**

**Cross-listings:** AMST 338 ENGL 338

Primary Cross-listing

The term "American Renaissance" refers to a period of US writing, primarily a couple of decades before the Civil War but extending after it: the time of Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Whitman, Jacobs, and Douglass. At stake throughout was the soul of the nation in a time of exuberant political expansion, spiritual optimism, social experimentation, deadening social conventionality, spiritual constriction, labor exploitation, and slavery. The question repeatedly asked was what it means to be free. The question is personal, political, social, and spiritual, and always, for writers,

literary: what are the limits or possibilities of writing freely?

**Requirements/Evaluation:** Three papers: 4 pp., 5 pp., 6-8 pp. Active class participation is expected and rewarded.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; prospective English majors; American Studies majors; Comparative Literature majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 338 (D2) ENGL 338 (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories B

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm John K. Limon

### **ENGL 339 (F) William Faulkner**

William Faulkner was an experimental modernist; he was also deeply mired in the whole history of racism in the South and in the U.S. generally. What is the relation of these two facts? What is revealed, and what is hidden, in the brilliant obscurity of his prose? Faulkner seems to have known, consciously or unconsciously, as much as any white person in the twentieth century about race; for that reason, his African American contemporaries and ours have often sought him out in particular for a dialogue on the topic. Thus, we'll read Jesmyn Ward's "Sing Unburied, Sing" alongside Faulkner's five great novels from 1929-1940.

**Requirements/Evaluation:** Three papers of increasing length, a total of about 15 pages. Participation in class discussions will also be a factor in the final grade.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, or potential English majors.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 340 (S) Elizabeth Bishop in the Americas (DPE)**

**Cross-listings:** ENGL 340 AMST 340 WGSS 340 COMP 342

Primary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** three hours per week, in addition to small group discussion and archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C GBST Borders, Exiles + Diaspora Studies Electives GBST Latin American Studies Electives

Not offered current academic year

**ENGL 341 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

Primary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 341 (D1) WGSS 342 (D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

**ENGL 342 (S) Advanced Topics in Cultural Theory**

Many people these days have views about the politics of pop culture. Audiences show up at superhero movies already asking questions about how Marvel has opted to represent this or that group. Fans don't need to be told that hip-hop in the US involves questions of power. So what are the questions we ask next? Can we get more precise about the role of politics in culture? Or about the role of culture in politics? Is there, for instance, a right way to represent injustices? And how exactly could culture and the media be made more democratic? Can the arts help us imagine better ways of organizing our societies? Does all political struggle have to involve the media? And what is the fate of art in societies in which everything is for sale? Readings will include Antonio Gramsci, Raymond Williams, Fredric Jameson, Theodor Adorno, Ernst Bloch, and others.

**Requirements/Evaluation:** one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam.

If you are interested in taking the course without the prereq, do contact Prof. Thorne.

**Enrollment Limit:** 25

**Enrollment Preferences:** Preference given to students who have taken ENGL/COMP 117 and to English majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Criticism Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian Thorne

**ENGL 343 (S) Whitman and Dickinson in Context (WS)**

In this tutorial, we will read closely the works of two of the most influential and experimental poets in the nineteenth-century U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform an American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition, slavery, women's suffrage, temperance, and settler colonialism. We will consider what role their whiteness plays in their poetry and personas. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

**Requirements/Evaluation:** five 5- to 7-page papers, final paper, oral presentation and critique

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write at least five 5-7 page papers, five responses to their partner's writing, and on-going commentary from the instructor on their writing skills.

**Attributes:** ENGL Literary Histories B

Spring 2023

TUT Section: T1 TBA Kathryn R. Kent

**ENGL 345 (S) Shakespeare on Page, Stage and Screen: Text to Performance (WS)**

**Cross-listings:** THEA 340 ENGL 345 COMP 343

**Secondary Cross-listing**

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

**Attributes:** ENGL Literary Histories A

**Not offered current academic year**

**ENGL 346 (S) Literary History: Shakespeare, Dickinson, Celan, Knausgaard**

This course will consider literature as a distinctive kind of historical object, one that emerges within a specific linguistic, cultural, and political context and that, nevertheless, travels far beyond its point of origin into unknown and, indeed, unknowable futures. The four figures who will concern us this semester are interested in one another - the later writers are careful readers of the earlier ones - but our thinking will go beyond reception history and the dynamics of literary influence. Instead, we will focus on the way in which literature's own temporality structures its history and, indeed, the way in which history itself might be conceived in literary terms. We will read a lot of lyric poems, but we will end the semester with perhaps the most important contemporary European novel. We will also read a significant body of theory and criticism, including works by Theodor Adorno, Giorgio Agamben, Maurice Blanchot, Martin Buber, Sharon Cameron, Anne Carson, Jonathan Culler, Joel Fineman, Virginia Jackson, Boris Maslov, and Sianne Ngai.

**Requirements/Evaluation:** Midterm paper of 6-8 pages, final research paper of 10-12 pages, thoughtful participation in class discussions

**Prerequisites:** either a 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and those intending to major in English. Reading knowledge of German welcome but not expected.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories A ENGL Literary Histories B ENGL Literary Histories C

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Emily Vasiliauskas

### **ENGL 347 (F) Love and Revolution**

**Cross-listings:** COMP 344 ENGL 347

#### **Primary Cross-listing**

"Love" is here a kind of shorthand for questions of sexuality and gender: why do novels, plays, and films about contemporaneous political revolutions so often get caught up in seemingly superfluous and unrelated disturbances in the field of sexuality and gender relations? In this course we will study such works, which are especially responsive to social currents whose logic they cannot fully articulate. In these texts a state of political revolution almost irresistibly touches off sexual subversiveness as well, inviting the reader or spectator to interpret just what sexual upheaval has to do with political revolution. We will take up this problem in the setting of several historical revolutions and some literary and cinematic works that represent them: for example, the French Revolution (Beaumarchais' *The Marriage of Figaro* and the Marquis de Sade's *Philosophy in the Bedroom*); the Irish Revolution (plays by Synge, O'Casey, and Yeats); the Russian Revolutions of 1905 and 1917 (Bely's *Petersburg*, Babel's *Red Cavalry*); the revolution constituted by Nazism (Hitler's *Mein Kampf*, the films *Triumph of the Will* and *The Damned*); the Prague Spring (Kundera's *The Unbearable Lightness of Being*); and the Algerian Revolution (Pontecorvo's film *The Battle of Algiers*). We will confront such questions as why an author might suggest that revolution can only be sustained through incest and libertinism; why passionate nationalist revolutionaries should be scandalized by the idea of oedipal violence and take refuge in myths of female purity; how to interpret revolution and gender relations in the context of disparate cultures. We will examine historical and social texts as well as artistic ones, learning how literature and history might be read together and inversely: that is, learning to read literature or film as a kind of political event, and to read history literarily, with an eye to its rhetoric and figuration.

**Requirements/Evaluation:** active participation in class discussions, several short written exercises, two 8-page papers

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, Comparative Literature majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 344 (D1) ENGL 347 (D1)

**Attributes:** ENGL Literary Histories C

**Not offered current academic year**

### **ENGL 349 (S) Contemporary Theatre and Performance**

**Cross-listings:** THEA 345 ENGL 349 COMP 355

#### **Secondary Cross-listing**

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegría Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgis, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

**Requirements/Evaluation:** written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors; Comparative Literature or English majors

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 345 (D1) ENGL 349 (D1) COMP 355 (D1)

Not offered current academic year

### **ENGL 350 (S) Modern Poetry**

A study of British and American poetry between 1890 and 1945, centering on the radical aesthetic, formal and political shifts which took place during the Modernist era. We will consider the changing authorial and public perceptions of the place and function of poetry during the period, the cross-pollinations and strains between the British and American literary traditions, and the writers' individual relationships with the culture of their times. Readings will focus primarily on the poetry of W.B. Yeats, Robert Frost, T.S. Eliot, William Carlos Williams, Ezra Pound, Marianne Moore, Wallace Stevens and W.H. Auden.

**Requirements/Evaluation:** Two 6+ page papers; several written reading responses plus regular discussion board postings; and class participation.

**Prerequisites:** a 100-level ENGL course; or a score of 5 on the AP English Literature exam; or a score of 6 or 7 on the Higher Level IB English exam; or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 352 (S) Separation: An Introduction to Postcolonial Literature (DPE)**

**Cross-listings:** ASIA 353 COMP 350 ENGL 352

Primary Cross-listing

Few themes in the history of human societies have produced as much writing as that of separation--from a lover, from one's homeland, from God(s). In the past two centuries, this theme has been essential to representing experiences of exile and migration in the wake of the colonially mediated transition to world capitalism. In this course, we will take up the theme of separation as a privileged point of entry into postcolonial literature and towards understanding the multiple meanings of "postcoloniality." We will encounter examples in which this theme shapes critical thought and helps imagine new modes of existence, as well as those in which the grief of separation shades into such overpowering melancholy that writing becomes impossible. We will also look at what the preoccupation with separation can tell us about the ways human beings relate to human and non-human objects, and how they make and experience history. To think through these issues, we will read nineteenth- and twentieth-century works dealing with experiences of love, ecstasy, migrancy, exile, and slavery, composed in diverse geographical, socio-political, and linguistic contexts. We will read works (novels, poems, memoirs, essays) from South Asia, the Middle East, the American continents, and Europe, many composed in English, and others translated into English (from Hindi, Urdu, Persian, French, Arabic, and German).

**Requirements/Evaluation:** Weekly journals, mid-term paper (6-page), conference, final paper (15-page)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 353 (D1) COMP 350 (D1) ENGL 352 (D1)

**Difference, Power, and Equity Notes:** This course examines how the political impact of colonization upon both "colonizer" and "colonized" gets expressed in literary productions of the nineteenth and the twentieth centuries. It explores the way these literary works understand the axes of social identity that shape oppression and inequity--coloniality, race, caste, gender--as constitutive of the unevenly developing world of capitalism. The concepts upon which the course focuses are essential to contemporary social critique.

**Attributes:** ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Paresh Chandra

### **ENGL 353 (S) The Brontës**

**Cross-listings:** ENGL 353 WGSS 353

#### **Primary Cross-listing**

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel--two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, *Jane Eyre*, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, *The Tenant of Wildfell Hall*, to Emily's singular masterpiece *Wuthering Heights*, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 *Life of Charlotte Bronte*, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

**Requirements/Evaluation:** discussion, two critical essays and two short creative pieces

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 353 (D1) WGSS 353 (D2)

**Attributes:** ENGL Literary Histories B

**Not offered current academic year**

### **ENGL 354 (F) Contemporary American Fiction**

This course centers on American fiction from a late phase of postmodernism: we take for granted that history is a form of literature, and that race, gender, and self are constructions. Now what? The premise of the authors of this course is that we can return from these assumptions to write about history, race, gender, and the self in self-conscious but not debilitatingly self-conscious ways. Novels likely to be in the course that move from self or autobiography outwards: Dave Eggers, *A Heartbreaking Work of Staggering Genius*; Junot Diaz, *The Brief Wondrous Life of Oscar Wao*; Ben Lerner, *10:04*; Emma Donoghue, *Room*. Novels likely to be included that work from history inward: Colson Whitehead, *The Underground Railroad*; George Saunders, *Lincoln in the Bardo*. A novel likely to be included that is poised between self and history: Jesmyn Ward, *Sing, Unburied, Sing*.

**Requirements/Evaluation:** Three papers, totaling about 15 pages. Participation in class discussions will be reflected in the final grade.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors; American Studies majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

**ENGL 355 (F) Motherhood and Horror: The Movie (WS)**

Horror might be the most durable of film genres as well as the genre that's done the most work in terms of transforming the medium as a whole, and its transgressive nature has insured it attention, giving its most famous texts enormous cultural reach when it comes to ongoing conversations as to what defines evil, what constitutes normality, or what comprises the taboo. A look at the particular anxieties the genre has--especially recently--mobilized through its portraits of mothers and motherhood. The course will also touch on other genres that suggest an unspeakable invisible beneath the maternal quotidian. Films to be studied will include Henry Selick's *Coraline*, Alfred Hitchcock's *Psycho*, Jee-Woo Kim's *A Tale of Two Sisters*, Juan Antonio Bayona's *The Orphanage*, Jordan Peele's *Get Out*, Bong Joon Ho's *Mother*, Jennifer Kent's *The Babadook*, Juan Carlos Fresnadillo's *28 Weeks Later*, and Veronika Franz's and Severin Fiala's *Goodnight Mommy*.

**Requirements/Evaluation:** bi-weekly papers and responses for each student in the tutorial pairings

**Prerequisites:** English 203 or 204 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** All interested students should preregister. In the event of over enrollment, entry will be based upon writing samples, with some preference given to English majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will be required to 5-6 page papers every other week, and 2-3 page written response papers in between.

Not offered current academic year

**ENGL 356 (S) Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

**Cross-listings:** COMP 322 ENGL 356 AFR 323 AMST 323 ARTH 223

Secondary Cross-listing

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as the late Congressman John Lewis' *March* and Ebony Flowers' *Hot Comb*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students will practice analyzing graphic novels with the help of critical essays, reviews and film; the chosen texts will center on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students will build comic creation and analysis skills through short exercises, eventually building up to the final project of a graphic short story that illustrates historical and/or autobiographical narratives. No art experience is required, only an openness to expanding one's visual awareness and composition skills. This course is often taught in collaboration with the Williams College Museum of Art's Object Lab program, which allows the class to have its own space and art objects that are directly related to the course topic. This class may feature Object Lab participation, film screenings, and collaborations with guest speakers.

**Requirements/Evaluation:** class participation, written responses, student-led facilitation, one 3-page graphic analysis, one 6- to 8-page essay, and a final project (producing a graphic short story)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the enrollment limit is exceeded, preference will be given to Africana Studies concentrators or students who have taken AFR 200, the department's introductory course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course is part of the Gaudino Danger Initiative

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 322 (D2) ENGL 356 (D1) AFR 323 (D2) AMST 323 (D2) ARTH 223 (D1)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **ENGL 357 (S) Film and Philosophy: Cavell and Hollywood Cinema**

A central figure in the movement known as ordinary language philosophy who wrote compelling studies of Wittgenstein, Emerson, Thoreau, and Heidegger, Stanley Cavell was also passionately devoted to Hollywood cinema. Although the highly popular films of Hollywood's "Golden Age" in the '30s and '40s have often been dismissed as light entertainment, Cavell took such films very seriously. Following his early major study of the aesthetics of cinema (*The World Viewed: Reflections on the Ontology of Film*), he transformed the critical understanding of two central Hollywood genres that had previously been regarded as slight and commercial, in *Pursuits of Happiness: The Hollywood Comedy of Remarriage* and *Contesting Tears: The Melodrama of the Unknown Woman*. For Cavell, the seeming frivolity or pathos of such films energizes the subtle engagement of philosophical and political ideas that he traces in them. Cavell's culminating work on cinema, *Cities of Words*, explores ideas of moral perfectionism in essays on prominent philosophers and literary artists, paired with analyses of Hollywood films that for him pursue the same issues. His essays explore these films' meditations on the nature of happiness, the instability of identity and difficulty of self-knowledge, the surprising forms fidelity may take, the genuineness of false appearance, the explosiveness of desire in a world of compromise, and the claims and possibilities of moral growth. Yet his analyses never lose sight of the immediate pleasurability of such films as a popular art-form, and his acute eye allows him to single out and make use of their striking cinematic qualities. In few other thinkers is the disarming appeal of popular art brought together with the resonances of philosophical and literary thought so productively. Readings will be drawn from the four books named above, and will be analyzed together with films such as *The Lady Eve*, *The Philadelphia Story*, *Gaslight*, *Adam's Rib*, *Stella Dallas*, *It Happened One Night*, *Letter from an Unknown Woman*, and *The Awful Truth*.

**Requirements/Evaluation:** Active and regular participation in class discussions, and two papers 8-10 pages in length.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** English majors, then Philosophy majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Stephen J. Tiff

### **ENGL 359 (S) Writing Animals**

**Cross-listings:** ENGL 359 ENVI 359

Primary Cross-listing

Animals surround us, inhabit us. We rely on them for food, for clothing, for friendship, and for ideas. We could say that the whole human enterprise rests on the shoulders of animals, except that we ourselves are, of course, animals, too. In this course, we will explore the rich and rapidly growing body of work that centers on the creatures we live among. Among the questions we will consider are: How do we imagine minds unlike our own? Can we speak for creatures that lack language (or at least our form of it)? How do we explain our love of animals -- and our crimes against them? Readings will include fiction (Kafka's "A Report to an Academy"), non-fiction (Sy Montgomery's *The Soul of an Octopus*), natural history (Helen Macdonald's *Vesper Flights*) and philosophy (Peter Singer's *Animal Liberation*). This course will emphasize student writing, and participants will be invited to experiment with different genres.

**Requirements/Evaluation:** Students will produce roughly twenty pages of writing in a variety of modes

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 359 (D1) ENVI 359 (D1)

Not offered current academic year

### **ENGL 360 (S) James Joyce's "Ulysses"**

This course will explore in depth the demanding and exhilarating work widely regarded as the most important novel of the twentieth century, James Joyce's *Ulysses*, which both dismantled the traditional novel and revitalized the genre by opening up new possibilities for fiction. We will discuss the ways in which compelling issues of character and theme (e.g., questions of heroism and betrayal, sexuality and the politics of gender, civic engagement and artistic isolation, British imperialism and Irish nationalism) are placed in counterpoint with patterns drawn from myth, theology, philosophy, and other literature, and will consider the convergence of such themes in an unorthodox form of comedy. In assessing *Ulysses* as the outstanding paradigm of modernist fiction, we will be equally attentive to its radical and often funny innovations of structure, style, and narrative perspective. In addition to Joyce's novel, readings will include its epic precursor, Homer's *Odyssey*, as well as critical essays. Students unfamiliar with Joyce's short novel *A Portrait of the Artist as a Young Man*, which introduces characters later followed in *Ulysses*, are urged to read it in advance of the course.

**Requirements/Evaluation:** active participation in class discussions, several group reports, a midterm exam, a 5-page paper, and an 8- to 10-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 365 (F) Wonderland(s): *Alice* in Translation**

**Cross-listings:** ENGL 365 COMP 345 GBST 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond living through the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamentu, Braille, and Emoji, *Alice* continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

**Requirements/Evaluation:** active and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

**Prerequisites:** students must have at least three years of college-level second-language instruction or the equivalent (advanced proficiency), or permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** COMP majors; language majors; language students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 365 (D1) COMP 345 (D1) GBST 345 (D1)

Not offered current academic year

### **ENGL 367 (F) Documentary Fictions**

**Cross-listings:** ARTH 367 ENGL 367

Primary Cross-listing

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

**Requirements/Evaluation:** four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 367 (D1) ENGL 367 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Not offered current academic year

### **ENGL 368 (S) Ireland in Film**

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers--as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*, *Into the West*, *The Field*, *The Crying Game*, *December Bride*, *The Commitments*, *Michael Collins*, *Ondine*, *Six Shooter*, *In Bruges* and *The Guard*; and we will also

assess one or more short independent films such as *Budawanny* and *Adam and Paul*. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

**Requirements/Evaluation:** Two long papers, regular short responses and discussion board postings, class participation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** FMST Related Courses

Not offered current academic year

### **ENGL 370 (S) Literary and Critical Theory in the Twentieth Century**

**Cross-listings:** COMP 380 ENGL 370

Secondary Cross-listing

From the rise of modern literary criticism around 1900 to the explosion of high theory in the 1980s and 1990s, the twentieth century witnessed an international flowering of new ideas about how to interpret art and literature: Russian Formalism, American New Criticism, French Structuralism and Deconstruction, and a welter of post- prefixed concepts that claim to transcend national boundaries: the poststructural, the postmodern, the postcolonial, the posthuman. What are the ideas associated with these different movements, and how are they connected? Does each represent a radical break with previous ways of reading, or do they actually build on one another and evolve in a systematic way? And given the entanglement between criticism and teaching, which are the theories that seem to define the work we do (and want to do) here at Williams? This course will focus on a very careful reading of essays representing major 20th-century critical schools (and a couple of their earlier precursors), by critics like Plato, Schiller, Shklovsky, Richards, Barthes, Derrida, de Man, Beauvoir, Butler, and Said. Written assignments will encourage you to parse these theories carefully and apply them to the literary texts that most interest you: prose or poetry from any time and place; film, visual art, or architecture; music, new media, or digital media, etc.

**Requirements/Evaluation:** attendance and active participation, several short response assignments, final project consisting of a scripted oral presentation and a 15-page final paper

**Prerequisites:** at least one previous literature or theory course

**Enrollment Limit:** 12

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 380 (D1) ENGL 370 (D1)

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses

Not offered current academic year

### **ENGL 372 (F) Documentary Poetry**

One of the most vibrant trends in contemporary writing, documentary poetry draws on various kinds of source materials in the creation of innovative forms. This course will be a joint adventure in the reception and production of such projects, and is designed for anyone interested in the intersections of archival research and creative writing. Part of our work will be to historicize and theorize this mode of literary making, which emerges out of Modernist experiments in polyvocality, collage, and what Ezra Pound termed the "poem including history." We will begin the semester by looking at Muriel Rukeyser's 1938 poetic sequence, "The Book of the Dead," which exposes the complicity of Union Carbide in the silicosis contracted by the miners who dug the Hawk's Nest Tunnel in Gauley Bridge, West Virginia. Rukeyser wrote of her desire for a "poetry [that] can extend the document"; our subsequent readings in this course will look to a number of contemporary book-length projects that do just that. Our documentary models--by such

writers as Heimrad Bäcker, Anne Carson, Layli Long Soldier, Don Mee Choi, M. NourSe Philip, Mark Nowak, and Claudia Rankine--treat a wide range of subjects, yet all share both an investigative approach and a commitment to thinking about the way individual lives are shaped by larger social and historical structures. Generically, these works make use of the strategies of poetry, but also frequently incorporate essay, narrative, and image to create distinctly mixed forms. Students likewise will choose topics to investigate over the term, conducting original archival research and thinking inductively through the material toward a final project that will be shared with the public on our course website.

**Class Format:** Each week, we will read and discuss one of the assigned texts; throughout the semester, you'll also be working on your evolving projects, which we will workshop in small groups and in individual conferences.

**Requirements/Evaluation:** This class asks students to engage deeply with the assigned books, to do significant original research on a topic of their choosing, and to work creatively to bring that research to life. Frequent short writing assignments will assure students' understanding of the readings, as well as help them to pace themselves in the making of their own documentary projects. The semester will culminate with the workshopping, revision, and publishing of students' final projects.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preregistered students; if overenrolled, preference will be given to English majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories C

Not offered current academic year

### ENGL 373 (S) Troubled Spirits

"Trouble" and "spirit" are both words with various and contrasting meanings and surprising overlaps. To be troubled is one thing, to be in trouble can mean several quite different things. Spirit began as breath, yet it transcended breathing. Hoping to soothe and grasp the troubled spirits of their own moment, writers and shamans often seek to conjure up spirits from the past. Some wish to exorcise those spirits, others to be haunted by them. This course will examine the manifestations of troubled spirits in works by American writers, especially African and Native Americans and white Southerners. The authors will include Edgar Allan Poe, William Faulkner, Toni Morrison, Leslie Marmon Silko, N. Scott Momaday, H. P. Lovecraft, Joy Harjo, Alice Walker, Toni Cade Bambara, and Randall Keenan.

**Requirements/Evaluation:** two or three short papers and a longer final paper of about fifteen pages

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 Cancelled

### ENGL 374 (S) Mysticism: Vision, Writing, History (WS)

**Cross-listings:** REL 374 COMP 352 ENGL 374

Primary Cross-listing

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally,

and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

**Requirements/Evaluation:** biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors and those intending to major in English

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 374 (D2) COMP 352 (D1) ENGL 374 (D1)

**Writing Skills Notes:** This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Literary Histories A

Not offered current academic year

### **ENGL 375 (F) Black Masculinities (DPE)**

**Cross-listings:** AMST 350 ENGL 375 AFR 331 WGSS 318

Secondary Cross-listing

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

**Requirements/Evaluation:** students will be responsible for 2 short papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS Majors will get preference, then Juniors and Seniors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

**Difference, Power, and Equity Notes:** This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

### **ENGL 376 (F) Landscapes in American Literature**

**Cross-listings:** ENGL 376 STS 377 AMST 376

**Primary Cross-listing**

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

**Requirements/Evaluation:** discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 376 (D1) STS 377 (D2) AMST 376 (D1)

**Attributes:** ENGL Criticism Courses

**Not offered current academic year**

**ENGL 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)**

**Cross-listings:** WGSS 377 ENGL 377 COMP 377

**Primary Cross-listing**

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

**Requirements/Evaluation:** presentation, paper plus revision, final research project

**Prerequisites:** one literature or related course

**Enrollment Limit:** 25

**Enrollment Preferences:** any student with relevant coursework in ENGL, COMP, or WGSS

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 377 (D2) ENGL 377 (D1) COMP 377 (D1)

**Difference, Power, and Equity Notes:** The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

**Attributes:** ENGL Literary Histories B

**Not offered current academic year**

## ENGL 378 (S) Nature/Writing

**Cross-listings:** ENGL 378 ENVI 378

### Primary Cross-listing

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

**Class Format:** discussion

**Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and Environmental Studies concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 378 (D1) ENVI 378 (D1)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

## ENGL 379 (S) Writing Art

**Cross-listings:** ENGL 379 ARTH 379

### Primary Cross-listing

This course is conceived primarily as an experiential adventure in creative forms of art writing. We'll read several recent examples of such work (from writers including John Ashbery, Roland Barthes, John Berger, Teju Cole, Jorie Graham, Robin Coste Lewis, Eileen Myles, Ali Smith, Roberto Tejada, and John Yau) to get a sense of the range of approaches, from the ekphrastic poem to the essay to the novel, alive today; and we will spend considerable time in local museums, engaging intimately with works of art through various writing prompts, as you create your own creative responses to visual art. Along the way, we will work to historicize and theorize the relation between the verbal and visual arts, and to ask what looking at art brings to creative writing, as well as the ways creative writing might extend or alter the work of art history.

**Class Format:** This will be a hybrid course. We will divide our time between seminar meetings, where we will discuss published texts; museum visits, where you'll engage directly with visual art; and small group meetings, where you'll get feedback on your evolving work.

**Requirements/Evaluation:** engaged participation; successful completion of assignments; demonstrated commitment and quality of the work, as evidenced by a final portfolio of revised writing.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Undergraduate majors in English or Art and graduate students in Art.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 379 (D1) ARTH 379 (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

### **ENGL 380 (S) The Art of Modern Crisis**

The first half of the twentieth century was marked by extraordinary social and political upheaval. The same era witnessed a feverishly creative revolution in the nature and the strategies of artistic representation. In this course we will examine what these two kinds of crisis have to do with one another: how a wide range of startling innovations in literary and cinematic art may be seen as responses to the particular pressures of the historical crises they represent. Focusing on instances from Britain, Europe, America, India, and/or Africa, we will study such diverse historical crises as the wave of anarchist terrorism around the turn of the century; the Bolshevik revolution; the woman's suffrage movement; World Wars I and II; the Indian independence movement led by Gandhi; and the Cold War. Novels and films will be studied for their distinctive, often dazzling aesthetic strategies for representing such crises, and will be chosen from works by such authors as Joseph Conrad, Andrei Bely, Sergei Eisenstein, Ford Madox Ford, Virginia Woolf, Jaroslav Hasek, Mulk Raj Anand, Elizabeth Bowen, Joseph Heller, and Stanley Kubrick.

**Requirements/Evaluation:** active participation in class discussions, two 7-page papers, and a final exam

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 381 (F) Freedom Dreams, Afro-Futures & Visionary Fictions**

**Cross-listings:** AFR 380 WGSS 380 AMST 380 ENGL 381 STS 380

Secondary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Marshall Green

### **ENGL 382 (F) Advanced Workshop in Poetry**

As an advanced poetry workshop and reading seminar, this class assumes that its members are already practicing poets with a grounding in the foundational techniques of poetry writing. We will work in a spirit of shared experiment, pushing our inquiries into this art form further and developing a community of writers engaged in collaborations on and off the page. Readings and assignments will investigate different impulses--formal, textual,

tonal, thematic--in poetry across time. I will ask you to inhabit, query, stretch, and even resist these impulses as you develop your own poems. My hope is that through sustained interaction and collaboration with each other, your writing will undergo a variety of productive evolutions.

**Class Format:** This workshop will include weekly readings and writing assignments, frequent improvisations and collaborations, and the attendance of several arts events.

**Requirements/Evaluation:** engaged participation; successful completion of assignments; demonstrated commitment and substantial improvement, as evidenced by a final portfolio of revised poems.

**Prerequisites:** ENGL 281 or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** All interested students should pre-register and will be emailed with instructions if the course is over-enrolled.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Jessica M. Fisher

### **ENGL 383 (F) Advanced Fiction**

A further consideration of the complexities and possibilities involved in the writing of short fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories and individual conferences with the instructor.

**Requirements/Evaluation:** 30 pages of fiction and six exercises

**Prerequisites:** ENGL 283 or 385 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** should the course over-enroll selection will be made on the basis of writing samples

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm ZZ Packer

### **ENGL 384 (S) Advanced Fiction Workshop**

A further consideration of the complexities and possibilities involved in the writing of fiction. Exercises, short assignments, and discussion of published fiction will be combined with workshops of student stories, individual conferences with the instructor, and independent work.

**Requirements/Evaluation:** Active participation, successful completion of assigned exercises and story drafts, and a final portfolio of revised fiction.

**Prerequisites:** ENGL 283 or 385 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Students who have preregistered; all interested students should pre-register and will be emailed with instructions if the course is over-enrolled.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Nalini M. Jones

### **ENGL 385 (S) Advanced Fiction Workshop: Form and Technique**

A course for students with experience writing fiction and an understanding of the basics of plot, character, setting, and scene. Through close study of stories in both traditional and unusual forms, we'll examine how a story's significant elements are chosen, ordered, and arranged; how the story is shaped; how, by whom, and to what purpose it's told. Students will write new stories, employing the forms and techniques studied, and discuss them in workshop.

**Requirements/Evaluation:** regular attendance, active participation in workshop, weekly 1- to 2-page brief imitations, two 8- to 18-page story drafts for workshop, and a final portfolio of at least two stories

**Prerequisites:** ENGL 283 or 384, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** preregistered students; selection is based on writing samples, if course is overenrolled

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

### **ENGL 389 (F) Fiction of Virginia Woolf**

**Cross-listings:** ENGL 389 WGSS 389

Primary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

**Requirements/Evaluation:** discussion, weekly journal, three 4- to 6-page essays

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 389 (D1) WGSS 389 (D2)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

### **ENGL 390 (F) Robert Frost and Seamus Heaney**

This seminar examines the achievement of two of the most influential poets of the last hundred years: America's Robert Frost (1874-1963), and

Seamus Heaney (1939-2013)--the Nobel laureate widely acknowledged as the greatest Irish poet since Yeats. They have garnered high praise from elite literary critics, and also captured the imaginations of a broad reading public. They write in an idiom that is deeply rooted in the ordinary vernacular speech of their respective countries, but rises above it into a universal language that transcends place and time. Their images first focus our gaze on the natural world we can see all around us, but then subtly shift our attention to what can't be readily observed or reliably known. Their poems can initially appear simple or self-evident in their meanings, but then quietly double-back on us with unexpected forms of mystery and complexity. To get a comprehensive sense of the arc of their careers, we will read most all of their poems, with each class discussion focusing on a few particularly important texts. We will also read some of their essays and lectures on the art and purpose of poetry. Where appropriate, we will attend to the biographical, cultural, and (especially with Heaney) political circumstances that shaped their opportunities as artists.

**Requirements/Evaluation:** Midterm and final papers (15-20 pages in total)

**Prerequisites:** A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** English majors, but non-majors with a strong interest in poetry are also most welcome.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Stephen Fix

### **ENGL 392 (S) Acción Poética: Poetic Art's Critiques of an Americas of Conquest (DPE)**

Can poems be thought of as social acts, or as a kind of "acción poética" (poetic action)? What would it mean, in other words, to resituate our understanding of poetry within the realms of speech act theory, performance studies, and the local and global histories of social conflict in the Americas? In this course, we will examine the long history of poetic form in the Americas to trace the emergence of separate, but related poetic experimentalisms, particularly in the literary traditions of modern Latin American and U.S.-Latinx poetry and performance art. Throughout the course, we'll ask what it means to write with and without the body in mind. We'll attend to the embodied forms of poetic expression that emerge prior to the twentieth century while investigating poetry's articulations of geo-social space in the Americas. Our course will then focus on the vanguard poetries of twentieth-century Latin America (Neruda, Mistral, Vallejo, Zurita, et al.) and on the transcultural modernities of U.S.-Latinx poetry and performance. Through our explorations of poetic form's encounters with a social history of the Americas, we'll receive a glimpse of what poetry looks like in a world of spiritual, political, ecological, and humanitarian crises. Readings will likely include works by: Gabriela Mistral, Pablo Neruda, Vicente Huidobro, César Vallejo, Raúl Zurita, Cecilia Vicuña, Miguel Algarín, Sandra María Esteves, Willie Perdomo, Julia de Burgos, Emmy Pérez, Gloria Anzaldúa, Lorna Dee Cervantes, Sandra Cisneros, Francisco X. Alarcón, Guillermo Gómez-Peña, Coco Fusco, Laura Aguilar, Asco, Sor Juana Inés de la Cruz, Phillis Wheatley, José Martí, Rubén Darío, Walt Whitman, Emily Dickinson, and more. Although useful, reading knowledge of Spanish is not expected or required; Spanish-language texts will be provided in English translation alongside the original.

**Requirements/Evaluation:** Active participation in in-class and online discussion, two close-reading papers (5 pages each), contributions to course blog, and a final 8-10 page research paper.

**Prerequisites:** A 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, but non-majors with a strong interest in the subject are welcome.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course offers students the opportunity to think critically about the experiences of socially marginalized groups throughout U.S. and Latin American history. The course emphasizes the experiences of colonization and U.S. imperialism in Latin America and those of social conflict in border regions throughout the U.S. Moreover, it invites students to ask what it means to write poetry from the standpoint of various subject positions (as determined by race, class, gender/sexuality, etc.).

**Attributes:** ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

### **ENGL 393 (F) Staging Identities**

**Cross-listings:** THEA 393 ENGL 393

#### **Secondary Cross-listing**

The construction of selfhood is always to some extent a performative act--as Shakespeare's Jacques says, "All the world's a stage / And all the men and women merely players[.]" That performance is inherently dual, since constituted both for the audience of the wider social world, and for the self who seeks to act. Drama as a genre, with its constant negotiation of the competing claims of illusion and the operations of reality, is invariably interested in the exploration of social identity, in the tensions between public and private selfhood, and in the functions of 'performance'. In this course we will examine theatre's response to the challenge of self-fashioning in the modern era, and consider the wider ontological status of performance as a category within the context of twentieth century drama and theatrical staging. Readings will include Shakespeare's *Hamlet* and plays by Chekhov, Pirandello, Churchill, Shepard, Lori-Parks, Beckett, Walcott, Pinter and others, along with selected criticism, theory, and psychoanalytical writings.

**Requirements/Evaluation:** Two papers totaling about 12 pages, regular posting on discussion boards, and active participation in discussion.

**Prerequisites:** A THEA course, a 100-level ENGL course, or a score of 5 on the AP English Literature exam.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 393 (D1) ENGL 393 (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **ENGL 394 (S) The Nature of Nature**

**Cross-listings:** ENVI 390 ENGL 394

#### **Primary Cross-listing**

"Nature" is one of the most common words in English. And yet what does it mean? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider some of the richly incoherent ways we think about the living world, paying particular attention to the difficulty of narrating processes that are too big, too small, too quick, or too slow for direct human apprehension. We'll explore the way popular nature writing mingles scientific reporting with implicit and explicit judgments about human identity, and take up the vexing problem of our proper relation to animals. Considerable attention will be paid to the racial, cultural and class dimensions of contemporary forms of environmental consciousness. Writers studied will include Elizabeth Kolbert, Jem Bedell, William Cronon, and Charles Darwin. We'll also consider the intermediations of nature and technology in documentaries by David Attenborough and Lynette Wallworth, among others.

**Requirements/Evaluation:** Several short written exercises, an eight page comparative midterm essay, and a final twelve to fifteen page essay incorporating audiovisual materials. Active participation in class.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Environmental Studies majors and concentrators; Philosophy majors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 390 (D1) ENGL 394 (D1)

**Attributes:** ENGL Criticism Courses ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Shawn J. Rosenheim

### **ENGL 396 Theater and Voyeurism**

Seventeenth-century philosophy was ambivalent about the senses. Around the same time as Descartes was wondering whether everything he had ever seen, heard, and felt might have been an illusion produced by an evil deceiver, Francis Bacon was placing the close observation of nature at the center of a new scientific practice. Do the senses shore up the subject by distancing her from objects and from others and by providing her with insight about them? Or do the senses make her vulnerable to a world that is endlessly and often violently imposing itself on her? We will consider this problem in cultural and intellectual history through the case of the theater, with a special focus on tragedy. Ancient Greek tragedy made the mere fact of seeing the basis of an epistemological difference between the audience (whose looking is a privileged form of knowing) and the protagonist (who is paradigmatically blind), and this difference can be understood as a way of reflecting on the conditions of the theatrical medium itself: the audience sees the character, but the character does not see the audience. Early modern tragedy drew on the Greek tradition of dramatic irony, but wondered whether looking was as straightforward as it looked, making voyeurism a two-way street: one form of seeing what others don't involves being forced to see something unbearable, and early modern theater took a special interest in obscenity, which Greek theater tended to avoid or marginalize. We will consider works by Homer, Sophocles, Euripides, Aristotle, Ovid, Seneca, Marlowe, Spenser, Shakespeare, Vermeer, Jonas Barish, Laura Mulvey, Jacques Rancière, and Michael Fried.

**Requirements/Evaluation:** One 7-page midterm paper, one 12-page final paper, thoughtful participation in class discussions

**Prerequisites:** a 100-level English course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and those intending to major in English

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories A

Not offered current academic year

### **ENGL 397 (F)(S) Independent Study: English**

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

**Prerequisites:** unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Bernard J. Rhie

Spring 2023

IND Section: 01 TBA Bernard J. Rhie

### **ENGL 398 (S) Independent Study: English**

English independent study. Kathryn Kent, as chair, is the official "Instructor," but an independent study can be advised and graded by any willing member of the department.

**Prerequisites:** unusually qualified and committed students who are working on a major writing or research project should first find an advisor for the project

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ENGL 399 (F) Poetry & Performance**

Though poetry was an oral art form before it was anything else, its contemporary relationship to performance is varied and complex. This course explores poetry writing for/as performance, including works that might be categorized as "spoken word poetry" as well as those that sit far outside of that designation. Course readings will include contemporary and canonical writers, from Walt Whitman, to Sonia Sanchez, to Sarah Kay. We will also study works that blur the genres of poetry, performance art, and theater. Students will engage in writing and performance activities in class, create collaboratively, and exchange feedback on each other's work. The semester will culminate in a final performance open to the campus community. Students must have taken at least one course on the practice of creative writing, acting, or another performance discipline.

**Class Format:** Combined seminar/studio

**Requirements/Evaluation:** In addition to in-class participation, students will be graded based on thorough completion of readings, creative exercises, reflection/response papers, feedback letters, revisions, and the final performance.

**Prerequisites:** ENGL 140, 281, or 288. Other courses on the practice of creative writing and/or performance (e.g., THEA 101) will also be considered.

**Enrollment Limit:** 12

**Enrollment Preferences:** Pre-registered students. Should the course over-enroll, selection will be made based on a short application including work samples.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **ENGL 402 (S) The Historical Novel**

**Cross-listings:** ENGL 402 COMP 406

**Primary Cross-listing**

Setting a novel in a prior time period risks estranging a reader, yet the genre has roused deep-rooted interest, intense critical debate, and aesthetic daring. In this course, we will explore the complex and layered uses of a historical past in literary works of the seventeenth through twenty-first centuries, by way of novels by Madame de Lafayette, Scott, M. Shelley, Dickens, Eliot, Ford, Woolf, Morrison, Sebald, and Roy. Exploring the uses of gothic and sensational effects, dystopian and utopian possibilities, and fractured time, we will consider the aesthetic and political experiments historical novels have spawned. We will do so in context of the sustained critical engagement with the genre by such thinkers as Lukacs, Benjamin, Adorno, Jameson, McKeon and Moretti.

**Requirements/Evaluation:** class discussion and a 20-page final paper

**Prerequisites:** a 100-level English course and a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 402 (D1) COMP 406 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B ENGL Literary Histories C

Not offered current academic year

### **ENGL 407 (F) Literature, Justice and Community (DPE)**

**Cross-listings:** ENGL 407 COMP 407

**Primary Cross-listing**

Can we imagine possibilities of justice not dictated by already determined norms? What would a community founded on such a conception of justice look like? Can we imagine a version of community not founded on exclusion? What would the members of such a community look like-what version of subjectivity would that community imply? And might literature in particular have something to say about the possibilities for such versions of community, selfhood, and justice? This course will look at recent, theoretically-oriented writing on justice and community, with an emphasis on the work of Hannah Arendt, Jacques Derrida, Jean-Luc Nancy and Giorgio Agamben. We will place this challenging and exciting philosophical work in relation to fiction from Euripides to Kafka, Farah and Kushner, films (Almodovar, Farhadi), photography (Silva, *Badlands* and worldly examples of competing claims to justice. The course pursues the aims of the DPE initiative by engaging works in which cultural difference and power differentials reveal the limits of universalizing accounts of law and justice, works such as Euripides' *Bacchae*, Nuruddin Farah's *Maps*, Louise Erdrich's poetry, and Farhadi's *A Separation*. But the course will equally suggest that such contingency is inherent in the concept of justice as such, insofar as the problem of justice is bound up with forms of constituting indebtedness that define humans as communal beings. In that sense, contingency, and differentials of power mark justice even in its most familiar instances-intimately and close to home, as it were.

**Class Format:** discussion

**Requirements/Evaluation:** one 5-page paper, and a final 15-page paper

**Prerequisites:** a 300-level ENGL course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English Majors; Comparative Literature Majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** course packet

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 407 (D1) COMP 407 (D1)

**Difference, Power, and Equity Notes:** The course engages works in which differences of culture and power reveal the limits of universalizing accounts of law and justice, even as it suggests that such contingency is inherent in the concept of justice as such insofar as the problem of justice is inextricable from forms of indebtedness that define humans as communal beings. Differentials of power mark justice even in its most familiar instances -- intimately and close to home.

**Attributes:** ENGL Criticism Courses JLST Interdepartmental Electives

Not offered current academic year

## **ENGL 417 (F) The 19th Century and Its Shadow**

**Cross-listings:** ENGL 417 AFR 303

**Primary Cross-listing**

This course explores canonical American literature from the nineteenth century alongside a selection of contemporary literary and cinematic texts that call on and intervene with this body of work. Following Toni Morrison's charge that the contemplation of a black presence "is central to any understanding of our national literature and should not be permitted to hover at the margins of the literary imagination," this course focuses on how ideas of race are explored throughout the canon and how they have been carried forward. Works considered throughout the term come from, among others, Julie Dash, Frederick Douglass, Saidiya Hartman, Harriet Jacobs, Mat Johnson, Herman Melville, Toni Morrison, Nate Parker, Edgar Allen Poe, Quentin Tarantino, Mark Twain, and Colson Whitehead.

**Requirements/Evaluation:** weekly reading responses, active class participation, three close readings (500 words each), annotated bibliography, class presentation, final paper (13-15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors, then sophomores considering the major

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 417 (D1) AFR 303 (D2)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories A ENGL Literary Histories B

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Ricardo A Wilson

### **ENGL 418 (S) Modernisms and the Archive**

**Cross-listings:** AMST 418 ENGL 418

#### **Primary Cross-listing**

This course focuses on American Modernist writers who transformed American literature in the first half of the twentieth century. We explore how these writers--including W.E.B. DuBois, Sterling Brown, Gertrude Stein, José Garcia Villa, Marianne Moore, Nella Larsen, Zora Neale Hurston, Wallace Stevens, Langston Hughes, HD, and others--confronted the experience of modernity in new art that responded to dramatic, often cataclysmic change. We define key markers of the modernist aesthetic, including its formal experimentation and self-reflexivity; and study the sweeping political, social, and cultural events and issues that influenced these writers, including two world wars, rapid industrialization, mass migrations, women's suffrage, Jim Crow racism, and a pandemic. We also look specifically at how the archives of Modernist writers--collected in institutions across the world--have shaped the discourse and narrative arc of literary history. Central to this archive-based discussion, students will have the opportunity to take a deep dive into the Sterling Brown archive here on the Williams College campus. Recently acquired by Williams College Library Special Collections, this significant archive documents the life, work, and poetic practice of African-American writer and educator Sterling Brown, whose poetry and prose spans nearly five decades of the twentieth century. Our class is timed for the opening of the Sterling Brown archive in 2022 and the events and speakers planned on campus for that year, exactly one hundred years after Brown graduated from Williams College in 1922.

**Requirements/Evaluation:** Short papers, writer's notebook, archival presentations, final paper (12-15 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 15

**Enrollment Preferences:** English Majors, American Studies Majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 418 (D2) ENGL 418 (D1)

**Attributes:** AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

**Not offered current academic year**

### **ENGL 421 (F) Fanaticism**

**Cross-listings:** COMP 421 ENGL 421

#### **Primary Cross-listing**

Eighteenth and nineteenth-century writers of literature and political philosophy repudiate fanaticism, whether as a religious, political or amorous posture. But what is fanaticism, and why should it be considered such a threat, particularly during a period that embraced an enlightened secular rationalism? In this course, we will examine these questions by considering literary texts that dramatize fanaticism in light of accounts by philosophers and historians. Readings will include novels by M. Shelley, Hogg, Dickens, Eliot, Conrad, among others, and political philosophy and historical writings by Voltaire, Kant, Diderot, Burke, Hume, Carlyle, Adorno, and a range of recent critics. We will also watch films by Riefenstahl, Hitchcock and Pontecorvo, and look at paintings, drawings and sculpture by Fragonard, Goya, and Shibonare. Since fanaticism has recently had considerable political currency, we will also examine contemporary accounts that reanimate the debates and concerns of the course.

**Requirements/Evaluation:** two shorter or one long paper(s), approximately 20 pages

**Prerequisites:** a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** cost of books

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 421 (D1) ENGL 421 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Not offered current academic year

### **ENGL 450 (F) Melville, Mark Twain, & Ellison**

As an epigraph to his novel, *Invisible Man*, Ralph Ellison selects a quotation from Herman Melville's story, "Benito Cereno." In the prologue to *Invisible Man*, Ellison invokes a sermon that appears briefly in the opening chapter of *Moby-Dick*. In his essays on comedy and American culture, Ellison comments trenchantly on *Adventures of Huckleberry Finn*. Melville and Mark Twain were, in many obvious ways, as different as two writers can be. Nonetheless, they also have many surprising similarities, and it is not difficult to understand why both are so important to Ellison. This course will examine the novels, stories, and essays of these three writers, with particular attention to the themes that they have in common and to the traits that make each of them distinctive. Race, slavery, epistemology, and the nature of American democracy are among those themes.

**Requirements/Evaluation:** journal, a final 15-page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

### **ENGL 483 (S) Representing History**

**Cross-listings:** COMP 483 ENGL 483

Primary Cross-listing

Moments of political turmoil expose the highly charged ways in which a culture structures itself around a narrative past. In this course, we will read literary and cinematic works that invoke such moments of upheaval -- the French and Russian Revolutions as well as those of 1848, the rise of fascism and the Great Depression of the 1930s, the battle for Algerian independence, and the AIDS crisis -- in order to explore those fraught narratives of the past. We will consider such issues as the aesthetics of fascism and of democracy under pressure, fantasies of decolonization, representational clashes of culture, forms of affective and sexual disorientation, and the uses of melancholy in representing historical loss. Readings will be drawn from literary works by Mary Shelley, Balzac, Eliot, Conrad, Kafka, Borges, Stoppard, Kushner, Morrison, Pamuk, Bolano, Sebald, and Philip, and essays by Kant, Burke, Marx, Benjamin, Adorno, Foucault, Jameson, Lefort, and Ahmed. Films will include such works as Eisenstein's *October*, Riefenstahl's *The Blue Light*, Wellman's *Nothing Sacred*, and Pontecorvo's *The Battle of Algiers*.

**Class Format:** discussion

**Requirements/Evaluation:** two shorter or one longer paper/s, approximately 20 pages

**Prerequisites:** a 300-level English course or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** English and Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 483 (D1) ENGL 483 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Anita R. Sokolsky

**ENGL 493 (F) Honors Colloquium: English (WS)**

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet sometimes as a full seminar and other times in tutorial-style small groups.

**Requirements/Evaluation:** participation and individual progress on the thesis project, which will be determined in consultation with each student's honors advisor

**Prerequisites:** admission to the department Honors program

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write a 20-page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2022

HON Section: 01 W 1:10 pm - 3:50 pm Emily Vasiliauskas

**ENGL 494 (S) Honors Thesis: English**

English honors thesis. Required of all senior English majors pursuing critical theses and critical specialization.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Bernard J. Rhie

**ENGL 495 (F) Fiction Thesis Seminar**

A hybrid colloquium /workshop/ seminar for those seniors undertaking an Honors Thesis in fiction writing, with the aim of enabling both the extensive independent work and individual feedback at the heart of the project as well as a greater sense of community and shared learning. Half the week will be devoted to group sessions involving workshopped student work and the close reading of published work and meetings with outside visitors, and the other half devoted to individual tutorial sessions.

**Requirements/Evaluation:** Students will produce theses of at least 50 pages in length.

**Prerequisites:** English 283, 384, 385, or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior English majors, followed by seniors from other departments.

**Expected Class Size:** 6-8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Creative Writing Courses

Not offered current academic year

**ENGL 497 (F)(S) Honors Independent Study: English**

English honors thesis. Required of all senior English majors pursuing departmental honors in creative writing.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Bernard J. Rhie

Spring 2023

HON Section: 01 TBA Bernard J. Rhie

**Winter Study -----**

**ENGL 10 (W) "Be"ing whole; finding homeostasis through practicing yoga, mindfulness, meditation**

We all hear all of the time to "just relax," "just breath," "just let it go," but for many students at Williams the calm and stillness of slowing down, not running around and checking things off a long to-do list, not competing in athletics, performing in dance groups, acapella groups, or organizing multiple different extracurricular events and activities, is too anxiety provoking. At some point, we all hit a wall or our batteries just die out and there is no moving forward until we can recharge and learn how to balance the calm/stillness, relaxation, and letting go feeling with this fast-paced movement forward. You hike a mountain to see the view at the top, enjoy it, take in the scenery and the endorphins from hiking. You don't hike a mountain to not look at the view at the top, turn around, and climb another mountain (well we will explore why we shouldn't during our own hike(s)). In this class we will dive into powerful yoga practices, meditations, and other mindfulness practices such as mandala making, viewing art at a museum, taking mindful walks/hikes in nature as well as learn just why these practices allow us to relax, breath, let go AND balance our nervous system. We will join with other Winter Study Classes to practice meditation, observe art, and do other reflective practices. The class will emphasize teaching and learning the science behind our nervous system, the neurotransmitters and hormones that comprise the HPA axis, as well as learning REAL strategies to apply while at Williams and beyond. It's a great class for anyone interested in the science behind wellness practices, a holistic approach to medicine and wellbeing, as well as learning more about one self and how to maintain a healthy balance between the parasympathetic/sympathetic nervous systems, the yin/yang, the fast pace/sedentary in order to "be" whole and flourish now and beyond.

**Class Format:** Meet: Tue/Th - 10-12:45pm; Option to teach practices at local elementary school Tue. 3-4:30pm

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** Interest in trying new things, engage in different activities that might seem "weird." No yoga experience is necessary, but students should have an interest in the practice as well as an interest in winter play/hikes, and field trip to local museum.

**Enrollment Limit:** 15

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Amy Sosne, class of '05, works at the CLiA as the North Adams Program Coordinator. She has an MD and M.Ed, multiple yoga certifications, and experience in working in wellness with individuals of all ages and from a variety of different backgrounds.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Amy Sosne

**ENGL 11 (W) "Beats, Rhymes and Life": The Poetics of Rap**

On January 27th, 2000, the American poet Mark Strand, Pulitzer Prize winner, Chancellor of the Academy of American Poets, and former Poet Laureate of the United States, delivered a lecture at the University of California, Irvine in which he claimed that "there's no connection between rap and

poetry." Twenty years later, poets, critics, and scholars are largely in agreement that the connection between rap and poetry is both a substantial and vital one. In the first week of the course ("Beats"), we'll do our best to situate rap within the long histories of rhythm and verse forms in English language poetry by considering what nursery rhymes like "Star Light, Star Bright" and "Itsy Bitsy Spider" have to do with Jay-Z and Lil Baby and what forms like the ballad and epistle have to do with Tupac and Kendrick Lamar. In week two ("Rhymes"), we'll explore the most glorified, vilified, and generally misunderstood feature of English poetry--where it came from, how it developed, and why it became the single most essential feature of rap poetics. We'll listen closely to the evolution of rap rhyming practice from the 1970s through the present, and we'll try to figure out whether "Wisconsin" rhymes with "mansion" and "air" rhymes with "yeah." For week three ("Life"), we'll think through one of the more complicated relationships at the heart of rap: the relationship between rap artists and the personae of their speakers. As the course draws to close, we'll ask ourselves what MF DOOM and Eminem's alter-egos might teach us about the nature of poetry and authorship, and we'll try to square this with the unusual legal cases of Tekashi 6ix9ine, Young Thug, and others, in which rap lyrics have been used as criminal evidence against their authors. Assignments will include: weekly reading/listening, contributions to a course playlist on Spotify, and either a final paper or creative project accompanied by a shorter paper.

**Requirements/Evaluation:** a 10-page paper; short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** a brief statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tyler Goldman received his doctorate from the University of Utah in 2022 and his MFA from the University of Maryland in 2016. His poems and translations have appeared in the American Poetry Review, Virginia Quarterly Review, and elsewhere.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TF 1:00 pm - 3:50 pm Tyler Goldman

### **ENGL 12 (W) D.I.Y. Publications: Paper, Print, and Power**

Like most western institutions, the field of traditional publishing has been, and continues to be deeply shaped by power dynamics that more often than not leave out the voices of the most marginalized members of society. Zines, chapbooks, artist books, blogs, and other "do-it-yourself" (D.I.Y.) forms of publication have served as mechanisms of communication, expression, and community building that give voice to marginalized creators. Through engagement with readings, discussion, local field trips, and items in the libraries' collection, this course will explore the historical and social dynamics that have shaped the current landscape of D.I.Y. publishing. At the same time, this course will provide space and resources for students of all skill levels and backgrounds to develop their own practical publishing skills, from content generation to production and distribution. As a culminating project, students will complete one or more D.I.Y. publications of their own design, submitted with a short reflection paper. Class time (three 2-hour sessions per week) will be split between shared experiences, discussion of weekly themes presented in the reading, and hands on time exploring different methods that can be utilized in the creation of their own publication. Enrolled students will be expected to complete reading and additional studio/lab time outside of class, not expected to exceed 15 hours per week.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled preference will be given to first-year students, followed by ENGL majors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWR 1:00 pm - 2:50 pm Hale O. Polebaum-Freeman

### **ENGL 13 (W) Creative Writing: A Variety of Forms**

This winter study explores creative writing in a variety of forms: short fiction, then novels, then plays, and finally movies. Each week we will meet twice: once to look at examples and talk in general terms about technique, and once to discuss our own attempts. Each class will be three hours long, but the bulk of the work will be between them: I shall expect you to write a short story, a scene-by-scene sketch of a novel, a scene from a play, and finally a film-script. Nothing has to be very long.

**Requirements/Evaluation:** Short story, scene-by-scene sketch of a novel, film script

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Students who express interest in the course

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Paul Park, recently retired from the English Department, is the author of a dozen novels and three collections of stories. He is currently collaborating on a series of screenplays for SunHaus Pictures.

**Attributes:** SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MR 1:00 pm - 3:50 pm Paul C. Park

### **ENGL 14 (W) Poetry and Kinship**

The "family unit" is one of the first landscapes we explore in life, responsible for how our world views and identities are built. But how do we reckon with an inherited past that is lost, violent, or wounded? Poets can conjure the past to meet ancestors with joy and curiosity, hold difficult conversations, and reassess their place among the living. This course will take on the vast, intimate, and challenging task of uncovering personal definitions and experiences of kinship, and generating poems which speak to them. Applying experimental exercises and practices in poetry, students will delve into a rewriting of family that is part ethnography, part myth-making, and part self-portraiture. We will consider "home" in all its multitudes - house, city, nation, body - and question our place and responsibility within these communities, real or imagined. Finally, we will move past bloodlines to recognize chosen family as valuable and necessary kin that also nourishes us. Guided by readings of poets like Sharon Olds, Audre Lorde, Kay Ulanday Barrett, Danez Smith, and Ocean Vuong, students will examine how poetic space can be utilized to hold, celebrate, and complicate both personal and collective affinities. Students will contribute to in-class discussion and workshops, provide short reading responses, and compose a collection of poems resulting in a final portfolio.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if course becomes over-enrolled, enrollment will be determined by statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TF 10:00 am - 12:50 pm Mae Ramirez

### **ENGL 16 (W) On Literary Nonprofits**

This course introduces students to the world of literary nonprofits: presses, journals, residencies, and advocacy organizations. Students will begin with a study of Outpost, a new residency in Southern Vermont dedicated to writers of color from the United States and Latin America. After an orientation to this organization's history and mission, students will have conversations with members of the board and read and rank applications for the upcoming residency cycle. Guest speakers from a variety of positions within other literary nonprofits will visit class as the students then prepare case studies on an emerging literary nonprofit of their choice. The goal of this course is to demystify this aspect of the literary landscape and demonstrate the rigorous commitment and various skillsets necessary to move from a well-intentioned vision to a sustained and impactful organization. The course will meet for two hours three times per week with outside-of-class work consisting of reading and research, interviewing employees at various nonprofits, and the

preparation of the aforementioned final case study.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** priority will be given to seniors and juniors, preference for students with a demonstrated interest in pursuing a literary-related career (as expressed in a statement of interest, if needed)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ENGL 19 (W) The Personal is Political: A Nonfiction Writing Workshop**

Since St. Augustine's Confessions, great political thinkers have crafted personal stories as evidence of and witness to their own political times. Frederick Douglass and Harriet Jacobs told their stories to further the abolitionist movement. W.E.B. DuBois, James Baldwin, and Simone de Beauvoir ushered us through the turbulent 20th century showing how the personal is political, and the political, personal. Today, Ta-Nehisi Coates, Suki Kim, Maggie Nelson, and Claudia Rankine, among others, show us how well-crafted personal stories can bring important political ideas to the forefront of our collective imagination. Anticipating criticism of the form, Beauvoir wrote in the preface to her 1961 autobiography that "if any individual... reveals himself honestly, everyone, more or less, becomes involved. It is impossible for him to shed light on his own life without at some point illuminating the lives of others." In this workshop, you will do just that, crafting a personal nonfiction story in essay form. We'll meet for six hours each week, splitting our time between discussions of the published work we're reading and a workshop-setting discussion of the work you're producing. Your engagement with this class will occupy significantly more time outside of the classroom-roughly twenty hours a week-during which you'll be engaged in the writing process and reading for class.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors will be given priority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Julia Munemo directs the Williams Writing Center. Her book, *The Book Keeper: A Memoir of Race, Love, and Legacy*, tells a deeply personal, political story.

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TR 1:00 pm - 3:50 pm Julia M. Munemo

### **ENGL 21 (W) Repeating the Past: [The Great Gatsby] and [Lolita]**

[The Great Gatsby] and [Lolita], not often compared, should be read alongside each other: the shared question is whether the past can be repeated. Pertinent shared sub-questions are: What happens to history (World War I or II) in our desire to repeat the personal past? How can we figure the accidental (in the form, for example, of car accidents) into our sense of a future responsive to our past? How does a work of art--symmetrical, closed, meaningful)--beautify the insane desire to restore what has been lost? Students will spend about 15 hours per week reading these two novels (and critical essays), and about 6 hours per week discussing them in detail. The final paper can take the form of fiction, essay, or memoir.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors in order of seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TWR 1:00 pm - 2:50 pm John K. Limon

### **ENGL 22 (W) Shakespeare and the Law in the Movies**

This course will begin with an analysis of the social, political and, most importantly, religious framework of the Elizabethan world into which Shakespeare was born in 1564. We will examine the development of the English common law from its earliest origins in medieval times through Shakespeare's day and then analyze the relationship of a number of his early history plays to the Elizabethan concept of law and social order. We will consider several plays, including but not limited to, *The Merchant of Venice*, *The Winter's Tale*, *Julius Caesar*, *Hamlet*, and *Measure for Measure*, to see how Shakespeare used the law and legal principles in those works. Among the questions to be examined are how faithful was he to the law as he understood it? What dramatic licenses did he take? What did his use of the law tell us about Shakespeare the playwright and the dramatist? Film excerpts from Royal Shakespeare Company productions of the trial scenes in four of the plays plus film selections from the Falstaff plays will be utilized to demonstrate the legal principles under discussion. In addition, we will climb Stone Hill behind the Clark Art Institute where each student will read aloud and then explain a Shakespeare soliloquy in return for a hot chocolate. Finally, we will visit Shakespeare and Company in Lenox, MA, to meet with its artistic director for a behind the scenes tour of the theater and a conversation on the challenges of producing classic Shakespeare in the modern world of social media. In addition, we will take up the famous "Authorship Question," much beloved by under-employed PhD. candidates. Was William Shakespeare of Stratford-upon-Avon the Author of the plays, a man all but unknown outside of Oxfordshire, obscure, almost an historical non-person, who could not even spell his own name the same way on any page of his last will and testament? Or was the true Author one of several prominent nobles in Elizabeth's court with every reason to remain anonymous?

**Requirements/Evaluation:** Four three-page papers called "clerk's notes," which will be shared with all students the night before in Glow addressing a topic to be discussed during the next class.

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Seniors first, first-years last. English and theater majors preferred but not required.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Philip R. McKnight, Esq., is a trial and appellate attorney, adjunct professor, Williams College and MCLA, and a frequent lecturer on environmental law and history, Shakespeare and the law, and the role of the law in American democracy.

**Attributes:** SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Philip R. McKnight

### **ENGL 24 (W) The Craft of Fiction: A Short Story Writing Intensive**

In *Bird by Bird*, Anne Lamott advises aspiring authors to approach writing in gradual steps (or, in her words, "bird by bird,") rather than being "immobilized by the hugeness of the task ahead." In this course, we too will move "bird by bird," through writing exercises that tackle the essentials of fiction. We will read the likes of Isaac Babel, Sindya Bhanoo, Octavia Butler, Anton Chekhov, Stuart Dybek, Yiyun Li, Daniel Mason, Herman Melville, Lorrie Moore, Tim O'Brien, Jim Shepard, Zadie Smith, and Ricardo Wilson to parse and then practice the techniques these authors employ to create plot, structure conflict, establish characters, and make them talk. By studying an array of voices, students will find which cadences best fit their own work. Local authors will visit our class to share ideas about their creative process with us. We'll visit Arrowhead, Melville's Pittsfield house, to see where he wrote *Moby Dick*, and as well as spend time in local museums, engaging closely with works of art there to further inspire and deepen our fiction. Beginning in Week Two, students will present their own works-in-progress, which we will discuss in a supportive workshop environment. At course's end, students will have polished a piece of short fiction, explored the beginnings of several new projects, and learned numerous techniques to keep them writing in the future. Evaluation will be based on workshop participation and classroom discussion, brief writing exercises, and a ten-page short story. We will typically meet twice a week for three hours, though occasionally the class may extend slightly beyond this timeframe given travel to

and from field trip destinations.

**Requirements/Evaluation:** a 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** By application

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Sara Houghteling is the author of {Pictures at an Exhibition}. She is currently a lecturer in the English Department at Stanford University, where she teaches classes on the intersection of art and literature.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Sara W. Houghteling

### **ENGL 25 (W) Journalism Today**

Even as the field is constantly changing and reshaping itself, at the heart of journalism is the desire to thoughtfully report and write stories about the world around us. This course is a bottom-up examination of what that means, from the practical skills of how to hone a story idea and conduct an interview, to the process of crafting a finished work. Throughout the class, we'll do a series of small exercises to work on specific skills, building up to a feature-length work about a subject that matters to you by the end of the month. We'll read classic work from the past, as well as some exemplary pieces from today, and question and consider the ethical, legal, and professional questions that are inherent to nonfiction work. We'll also discuss the real-world applications of these ideas with a busy schedule of guest speakers (in-person and virtual), who will talk about their work and careers in the news business. Past guests, many of them Williams alumni, have included journalists from the New York Times, the Wall Street Journal, the Washington Post, NPR, ABC News, Bloomberg, and ProPublica. This course would be quite useful for students with experience in journalism and are considering it as a career, but also for anyone who wants to understand more about how the media works, or would simply like to experiment with and try out new ways of telling stories that make a difference.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** n/a

**Enrollment Limit:** 15

**Enrollment Preferences:** If overenrolled, a statement of interest in journalism would be appreciated.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** I am a freelance writer and editor who was a reporter and OpEd editor at the Berkshire Eagle, and earlier had covered national energy policy in Washington, wrote about sports in Moscow, and worked on the international desk at Newsweek in New York.

**Materials/Lab Fee:** \$245

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TWR 1:00 pm - 4:00 pm Christopher Marcisz

### **ENGL 27 (W) Documentary Today**

Today is a puzzling moment for documentary filmmaking. Never have there been so many ways to engage the world through media. At the same time, the profusion of image-making tools is dizzying. In a world crowded with digital fakes, biased software, and polarized audiences, when can we trust our eyes? We'll explore these and related questions as they're raised by contemporary work (less than three years old), much of it focused on the war in Ukraine. This course has no prerequisites. After a brief overview of basic film analysis, we'll branch into readings of particular films and recent writing on media technologies. Required work will include six to eight hours of weekly viewing, and a similar amount of reading. Classes will meet thrice weekly.

**Requirements/Evaluation:** Students will write approximately 15 pages of short response essays.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** First year students; sophomores; students with experience in art or videomaking.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TRF 1:00 pm - 2:50 pm Shawn J. Rosenheim

### **ENGL 28 (W) Adorno's Aesthetic Theory**

Theodor Adorno was one of the twentieth century's most challenging thinkers—a German Jewish refugee who loathed the United States but ended up in Los Angeles, who had no hope for Germany but returned there after the war. His intellectual contributions are too extensive to list: He produced groundbreaking work in philosophy, musicology, literary criticism, sociology, and political theory. The last book he ever wrote was called *Aesthetic Theory* and summed up a lifetime of thinking about what had happened to art in the twentieth century. Its questions will be our questions: What is the responsibility of art in the face of suffering? What kind of art is possible in a world reduced to rubble? Is it possible to produce a form of art that does not dominate others, that cannot be put in the service of their domination? A word about the course's format: *Aesthetic Theory* is one of those rare books that can change the way you think about nearly everything. You can almost feel your brain shifting into a higher gear as you read it. It is also almost impossible to read on your own. So we will be reading Adorno together in class, actually going through the book sentence by sentence. We will meet every weekday for ninety minutes or two hours.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** Some background in critical theory or continental philosophy would help, but is not strictly necessary.

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference will be given to juniors and seniors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 M-F 1:00 pm - 3:50 pm Christian Thorne

### **ENGL 30 (W) Honors Project: English**

Required during Winter Study of all seniors admitted to candidacy for honors via the specialization route.

**Class Format:** honors project

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Bernard J. Rhie

### **ENGL 31 (W) Senior Thesis: English**

Required during Winter Study of all seniors admitted to candidacy for honors via the thesis route.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Bernard J. Rhie

**ENGL 42 (W) The Art of the Undergraduate Essay**

Writing papers for college courses feels different -- and, for most people, more challenging -- than writing papers in high school. No longer can you get away with papers written according to the old formula, "tell-'em-what-you're-going-to-tell-'em, tell 'em, tell-em-what-you-told-'em" formula. Professors now assume that you will design complex arguments supported by subtle evidence and in-depth analysis. In this course, we will study and practice the art of the college essay. We will work in three disciplines or fields: literature, interdisciplinary social studies, and visual art/film. At the end of this intensive course, you will feel comfortable answering the prompts and assignments in a wide range of courses. Readings will be relatively short; assignments will be frequent; drafts and revisions will be built into the curriculum.

**Class Format:** During the visual art unit, we may visit local museums. Drop-in office hours will be available several afternoons every week.

**Requirements/Evaluation:** attendance and active classroom participation (including occasional field trips); daily writing exercises and several short papers; regular one-on-one meetings with professor for writing critiques.

**Prerequisites:** permission of a dean

**Enrollment Limit:** 12

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** This course is designed to count for both full semester, Winter Study, and WS credit. Once a dean approves enrollment, the Registrar's Office will register students in both ENGL 103 and ENGL 42.

**Attributes:** ENGL Criticism Courses

Winter 2023

SEM Section: 01 M-F 10:00 am - 1:00 pm Cassandra J. Cleghorn

**ENGL 99 (W) Independent Study: English**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Bernard J. Rhie

## ENVIRONMENTAL STUDIES PROGRAM

### ENVIRONMENTAL STUDIES MAJOR

**Chair: Associate Professor Nicolas Howe**

**Associate Director: Lecturer Sarah Gardner**

Associate Professor: N. Howe. Assistant Professor: G. Forte. Assistant Professor: L. Martin. Assistant Professor: Brittany Meché. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Lecturers: S. Gardner, J. Racela, Visiting Lecturer: A. Apotsos. Research Associates: H. Art, R. Bolton, D. Dethier, L. Venolia.

Environmental Studies Advisory Committee (2021-2022): Professors: R. Bradburd, J. French. Associate Professors: N. Howe, L. Maroja. Assistant Professors: A. Carrasquillo, J. Constantine, L. Martin, B. Meché. Lecturers: S. Gardner, J. Racela.

Maritime Studies Advisory Committee (2021-22): Professors: R. Cox, C. Ting. Assistant Professors: J. Constantine, T. Pusack. Associate Dean: J. Gerry. Mystic Executive Director: T. Van Winkle.

### MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES (2020-21)

- Alex Apotsos, Visiting Lecturer in Geosciences
- Henry W. Art, Professor of Biology and Environmental Studies, Emeritus
- Sonya Auer, Visiting Assistant Professor of Biology
- Lois M. Banta, Professor of Biology
- Ron D. Bassar, Assistant Professor of Biology
- Julie C. Blackwood, Associate Professor of Mathematics
- Roger E. Bolton, Professor of Economics, Emeritus
- Ralph Bradburd, David A. Wells Professor of Political Economy
- Alice C. Bradley, Assistant Professor of Geosciences
- Nicole G. Brown, Assistant Professor of Classics
- Cory E. Campbell, Instructional Technology Specialist
- Anthony Carrasquillo, Assistant Professor of Chemistry
- Gregory Casey, Assistant Professor of Economics
- David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies
- Phoebe A. Cohen, Associate Professor of Geosciences
- Jose E.A. Constantine, Associate Professor of Geosciences
- Mea S. Cook, Associate Professor of Geosciences
- David P. Dethier, Professor of Geosciences, Emeritus
- Joan Edwards, Samuel Fessenden Professor of Biology
- Laura Ephraim, Associate Professor of Political Science
- Michael Evans, Assistant Director of The Zilkha Center
- Jessica M. Fisher, Assistant Professor of English
- Antonia Foias, Professor of Anthropology and Sociology
- Giuseppina Forte, Assistant Professor of Studio Art and Environmental Studies
- Jennifer L. French, Rosenberg Professor of Spanish and Environmental Studies
- Sarah S. Gardner, Lecturer in Environmental Studies
- Matthew Gibson, Associate Professor of Economics

- Allison Gill, Assistant Professor of Biology
- Catherine Robinson Hall, Associate Professor, Williams-Mystic Maritime Studies Program
- Nicolas Howe, Associate Professor of Environmental Studies
- Sarah Jacobson, Associate Professor of Economics
- Andrew Jones, Manager, Hopkins Memorial Forest
- Paul Karabinos, Professor of Geosciences
- Joel Lee, Associate Professor of Anthropology
- Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club
- James Manigault-Bryant, Professor of Africana Studies
- Luana Maroja, Associate Professor of Biology
- Laura Martin, Assistant Professor of Environmental Studies
- Brittany Meché, Assistant Professor of Environmental Studies
- Karen R. Merrill, Professor of History
- Manuel Morales, Professor of Biology and Director of Research Hopkins Forest
- James Nolan, Chair of Anthropology and Sociology and Washington Gladden 1859 Professor of Sociology
- Julie Pedroni, Lecturer in Philosophy
- Timothy Pusack, Assistant Professor, Williams-Mystic Maritime Studies Program
- Jay Racela, Lecturer in Environmental Studies and Supervisor, Environmental Analysis Lab
- David P. Richardson, Professor of Chemistry
- Kenneth Savitsky, Professor of Psychology
- Ned Schaumberg, Assistant Professor, Williams-Mystic Maritime Studies Program
- David C. Smith, Senior Lecturer in Biology, Emeritus
- David L. Smith, Professor of English
- Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies
- John W. Thoman, Jr., Professor of Chemistry
- Claire Ting, Professor of Biology
- Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program
- Sofia Zepeda, Assistant Professor, Maritime History, Williams-Mystic Maritime Studies Program

## **ENVIRONMENTAL STUDIES**

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise. The major and concentration in Environmental Studies are designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, social sciences, arts and humanities;
- Understand the physical nature of environmental systems;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental

challenges;

- Have an appreciation for the ambiguity and uncertainty inherent in many environmental issues;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, the CES is considered to be the first environmental studies center at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student organizations and student-initiated activities, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. CES manages the Hopkins Memorial Forest, 2,600-acre natural area 1.5 miles from campus, in which there are field study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. The CES also operates the Environmental Analysis Laboratory in Morley Science Center.

### **ADVISING**

Majors (or first-years and sophomores interested in the major offered by CES) are encouraged to talk at any time with the Chair, Associate Director of Environmental Studies, or any other Environmental Studies faculty. All incoming majors will be assigned a faculty advisor in the spring of their sophomore year.

**Advisors for 2022-2023:** Sarah Gardner, Nick Howe, Laura Martin, Brittany Meché.

### **STUDY AWAY**

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Students considering either a semester or year away who intend to major in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major, but must have approval in writing from the Chair of Environmental Studies.

### **THE MAJOR IN ENVIRONMENTAL STUDIES**

The Environmental Studies major is a ten-course major. All majors are required to take ENVI 101 and ENVI 102; three "foundational" courses in the sciences, social sciences, and humanities (one in each category chosen from a list of options); and one 400-level seminar (chosen from a list of options). In addition to these six core courses, students select four electives, three of which must be from one of the main curricular areas (sciences, social sciences, and humanities).

ENVI 101 – Nature and Society: An Introduction to Environmental Studies, establishes an intellectual framework for interdisciplinary environmental thinking in the humanities, policy studies, and social sciences. ENVI 102 – Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. Students with a score of 5 on the AP Environmental Science exam may take a 200-level environmental science lab course (cross-listed with Environmental Studies) in lieu of ENVI 102.

In addition to 101 and 102, all majors must take three more advanced "foundational" courses in the three main branches of the environmental curriculum: humanities, social science and policy, and environmental science—one from each of three lists of courses (see below).

Building on this five-course foundation, Environmental Studies majors gain depth in their chosen area of study by taking three electives from one of the three main curricular branches, plus a fourth elective from another branch to provide cross-disciplinary breadth. These electives should be chosen in close consultation with a faculty to adviser to ensure intellectual coherence and academic rigor.

In their junior or senior year, students choose a 400-level senior seminar (or "research practicum") that focuses on advanced, interdisciplinary research and/or problem-solving, typically with an applied, experiential, and/or service-learning focus.

### **Planning for Prerequisites on your Path through the Major**

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (*Intro to Environmental and Natural Resource Economics*) has a prerequisite of ECON 110 (*Principles of Microeconomics*). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course.

### **Credit for AP, IB, A-levels and other pre-Williams Courses**

Students are not allowed to place out of ENVI 101. Students with a score of 5 on the AP Environmental Science exam may take a 200-level environmental science lab course (cross-listed with Environmental Studies) in lieu of ENVI 102.

### **Introductory Required Courses (2 courses)**

ENVI 101 Nature and Society: An Introduction to Environmental Studies

**Foundational Required Courses for all Environmental Studies Majors (3 courses, 1 from each category)**

**Culture/Humanities Foundational (1 course)**

[ENVI 229 / HIST 264\(S\) SEM Environmental History](#)

Taught by: TBA

[Catalog details](#)

[ENVI 244 / PHIL 244\(S\) TUT Environmental Ethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265 SEM Race, Power, & Food History](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 250 / STS 250 SEM Environmental Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 260 / ARTS 261\(F\) SEM Design and Environmental Justice](#)

Taught by: [Giuseppina Forte](#)

[Catalog details](#)

[ENVI 298\(F\) SEM Cultural Geography](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[RLSP 216 / ENVI 233 SEM Latin American Environmental Literature and Cultural Production](#)

Taught by: [Jennifer French](#)

[Catalog details](#)

**Environmental Science Foundational (with lab, 1 course)**

[BIOL 203 / ENVI 203\(F\) LEC Ecology](#)

Taught by: [Allison Gill](#)

[Catalog details](#)

[CHEM 373 / ENVI 373\(F\) LEC Environmental Fate of Organic Chemicals](#)

Taught by: [Anthony Carrasquillo](#)

[Catalog details](#)

[GEOS 215 / ENVI 215\(S\) LEC Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 227 / ENVI 226 TUT Climate Data Analysis](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

[GEOS 301 / ENVI 205 LEC Geomorphology](#)

Taught by: [José Constantine](#)

[Catalog details](#)

[GEOS 309 / ENVI 209 LEC Modern Climate](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

**Social Science/Policy Foundational (1 course)**

[ECON 213 / ENVI 213\(F\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 206 SEM Global Environmental Politics](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 297 / GBST 287\(F\) SEM Global Sustainable Development](#)

Taught by: [Brittany Meché](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

**Electives (4 courses)**

Four electives from three lists of approved courses in Environmental Studies or cross-listed courses in other units. These three lists correspond with the three categories of foundational courses (e.g. environmental science, social science and policy, culture and humanities). Students must choose at least three of these four electives from one list, ensuring depth in their general area of interest. See the Environmental Studies Program website for up-to-date lists of electives in each category.

### Senior Seminar Required Course (1 course)

In the junior or senior year, students take one 400-level seminar in Environmental Studies. One of these seminars, Environmental Planning, is offered every fall. The others are offered regularly on rotation. These seminars focus on advanced, interdisciplinary research and/or problem-solving, typically with an applied, experiential, and/or service-learning focus.

### INDEPENDENT STUDY AND WINTER STUDY

In addition to courses fulfilling the Environmental Studies major requirements, the following courses are offered:

- ENVI 397, 398 Independent Study of Environmental Problems
- ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

### HONORS IN ENVIRONMENTAL STUDIES MAJOR

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the CES faculty. The thesis may either be a one-semester plus Winter Study project, or a full-year project (two semesters plus Winter Study). Students who are majoring in Environmental Studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the spring semester senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, students doing full-year theses are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student summer research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Other departments may also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the first Friday in March. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Students applying to conduct an honors thesis in Environmental Studies will be notified before spring break whether or not their proposal has been approved.

Students doing a full-year thesis give a presentation in October to their thesis advisor, second reader, and environmental studies community. Further details on the honors program are available through the Environmental Studies website: <https://ces.williams.edu/academic-program/honors/>

### ENVI 100 (S) Introduction to Weather and Climate

**Cross-listings:** GEOS 100 ENVI 100

#### Secondary Cross-listing

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** lab assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 100 (D3) ENVI 100 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 101 (F)(S) Nature and Society: An Introduction to Environmental Studies**

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the social, political, and historical aspects of environmental problems -- including environmental racism, species extinction, climate change, and more -- as well as their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

**Requirements/Evaluation:** participation, in-class exercises, several short writing assignments (varying from 2-5 pages)

**Prerequisites:** none

**Enrollment Limit:** 30/section

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 30/section

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Environmental Studies major and concentration

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives ENVI Core Courses EVST Core Courses GBST Urbanizing World Electives

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

LEC Section: 02 MW 8:25 pm - 9:40 pm Brittany Meché

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Brittany Meché

### **ENVI 102 (S) Introduction to Environmental Science**

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

**Class Format:** Two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week.

**Requirements/Evaluation:** Weekly short quizzes, three exams, lab assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first- and second-year students, Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Required course for Environmental Studies major and concentration

**Distributions:** (D3)

**Attributes:** ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Alex A. Apotsos, Jay Racela

LAB Section: 02 T 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

LAB Section: 03 R 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

LAB Section: 04 W 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

### **ENVI 103 (F) Global Warming and Environmental Change**

**Cross-listings:** ENVI 103 GEOS 103

#### **Secondary Cross-listing**

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

**Requirements/Evaluation:** written reports from laboratories and readings, class participation, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 103 (D3) GEOS 103 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am José A. Constantine

LAB Section: 02 T 1:00 pm - 3:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 3:00 pm José A. Constantine

### **ENVI 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

#### **Secondary Cross-listing**

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

### **ENVI 105 (F) The Co-Evolution of Earth and Life**

**Cross-listings:** GEOS 101 ENVI 105

#### **Secondary Cross-listing**

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** one laboratory per week plus one all-day field trip

**Requirements/Evaluation:** lab work, short quizzes, midterms, an independent project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 101 (D3) ENVI 105 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

**Not offered current academic year**

### **ENVI 108 (F) Energy Science and Technology (QFR)**

**Cross-listings:** ENVI 108 PHYS 108

### Secondary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

**Class Format:** twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

**Requirements/Evaluation:** weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

**Prerequisites:** high school physics, high school chemistry, and mathematics at the level of MATH 130

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 108 (D3) PHYS 108 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)

**Cross-listings:** ENVI 134 BIOL 134

### Secondary Cross-listing

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of

agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

### **ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Secondary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

### **ENVI 202 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

#### **Secondary Cross-listing**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both

theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

**ENVI 203 (F) Ecology (QFR)**

**Cross-listings:** BIOL 203 ENVI 203

**Secondary Cross-listing**

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

### **ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

#### **Secondary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

### **ENVI 205 (F) Geomorphology**

**Cross-listings:** GEOS 301 ENVI 205 ENVI 331

#### **Secondary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting

communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 301 (D3) ENVI 205 (D3) ENVI 331 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses  
GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **ENVI 206 (S) Global Environmental Politics**

This course examines the history and current status of international environmental cooperation and conflict. We will consider the interactions of nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of transnational environmental policy and treaties. We will also examine non-state approaches to global environmental challenges. After reviewing competing explanations for the causes of global environmental problems and diverse disciplinary approaches to studying those issues, we will read case studies covering a range of topics. These include fresh water conflict, fisheries and oceans, climate change, waste and pollution, agriculture, pesticides, population and development, wildlife, forestry, and consumerism. The reading assignments are drawn from the fields of environmental and foreign policy history, political science, international relations, geography, and anthropology in order to develop an interdisciplinary approach to international policy analysis. The written assignments are a series of policy briefs. You will also be responsible for two oral presentations during the semester, related to the policy briefs.

**Class Format:** Depending on enrollment, some discussion may be scheduled outside of the class hours, as would be the case in a tutorial.

**Requirements/Evaluation:** 2-3 short writing assignments based on assigned readings (3 pages each), 2 oral presentations, discussion participation, 2 policy briefing papers based on library research (5 pages each)

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** environmental studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy GBST Economic Development Studies Electives

Not offered current academic year

### **ENVI 207 (F) Economic Geology and Earth Resources**

**Cross-listings:** GEOS 205 ENVI 207

Secondary Cross-listing

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the

importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

**Class Format:** 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

**Requirements/Evaluation:** one hour exam, a final exam, lab exercises, and a group project

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** sophomores and Geosciences majors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 205 (D3) ENVI 207 (D3)

**Attributes:** ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Not offered current academic year

**ENVI 208 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

Secondary Cross-listing

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ENVI 209 (F) Modern Climate (QFR)**

**Cross-listings:** GEOS 309 ENVI 209

**Secondary Cross-listing**

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** 4 multi-week lab projects and several short quizzes

**Prerequisites:** Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 309 (D3) ENVI 209 (D3)

**Quantative/Formal Reasoning Notes:** Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

**Attributes:** ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

**ENVI 211 (S) Race, Environment, and the Body**

**Cross-listings:** AMST 211 ENVI 211 AFR 211 SOC 211

**Secondary Cross-listing**

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2023

LEC Section: 01 Cancelled

**ENVI 212 (F) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** ENVI 212 ECON 214

**Secondary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

**ENVI 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

**Secondary Cross-listing**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### **ENVI 214 (S) Mastering GIS**

**Cross-listings:** GEOS 214 ENVI 214

#### **Secondary Cross-listing**

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, weekly quizzes, and a research project

**Prerequisites:** at least one course in Geosciences or Environmental Studies

**Enrollment Limit:** 18

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 214 (D3) ENVI 214 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine

LAB Section: 02 T 1:00 pm - 4:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 4:00 pm José A. Constantine

### **ENVI 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

#### **Secondary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

## **ENVI 216 (S) Philosophy of Animals**

**Cross-listings:** ENVI 216 PHIL 216

### **Secondary Cross-listing**

Animals are and always have been part of human life. To name just a few ways: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Requirements/Evaluation:** four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

**Prerequisites:** none, though at least one course in philosophy is recommended.

**Enrollment Limit:** 16

**Enrollment Preferences:** students with at least one previous philosophy or cognitive science course; there is no need to email the professor in

advance to indicate special interest in the course.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 216 (D2) PHIL 216 (D2)

**Attributes:** COGS Interdepartmental Electives ENVI Humanities, Arts + Social Science Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **ENVI 219 (F) Evolution of and on Volcanic Islands (WS)**

**Cross-listings:** GEOS 220 ENVI 219

#### **Secondary Cross-listing**

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** One-hour weekly meetings with tutorial partner and instructor

**Requirements/Evaluation:** five 5-page papers and critiques of partner's papers

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a demonstrated interest in geosciences

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 220 (D3) ENVI 219 (D3)

**Writing Skills Notes:** Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Not offered current academic year

### **ENVI 220 (S) Field Botany and Plant Natural History**

**Cross-listings:** ENVI 220 BIOL 220

#### **Secondary Cross-listing**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

**Class Format:** both field and indoor laboratories

**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Materials/Lab Fee:** There is a charge for the lab manual (\$20); the sketchbook (\$5) and hand lens (\$20) can be self-provided or purchased from the department

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 220 (D3) BIOL 220 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

**ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

**Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 224 (F) The Rise and Fall of Civilizations**

**Cross-listings:** ANTH 214 ENVI 224

**Secondary Cross-listing**

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

**Class Format:** Class discussion and debates will complement lectures based on powerpoint presentation.

**Requirements/Evaluation:** midterm, final exam, 15pp analytical paper, two quizzes

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First and second years.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 214 (D2) ENVI 224 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

### **ENVI 226 (S) Climate Data Analysis**

**Cross-listings:** GEOS 227 ENVI 226

**Secondary Cross-listing**

In this tutorial, students will learn how to access and work with the datasets that show how our climate is changing. The course introduces a series of analytical methods used in climate science, and students then apply those 'recipes' to data of their choosing to research parts of the climate system. Over the course of the term, a student might investigate the seasonality of global atmospheric carbon dioxide levels, maps of sea level anomalies, and the impact El Niño patterns have on Western US rainfall. Students will present their findings, and their insights into the particular aspect of the climate system, at weekly tutorial meetings. Analytical approaches covered in the class include climatologies, time series analysis (trends, periodicity, and autocorrelation), anomaly maps, composites, and zonal/meridional averaging. As for regions and climate systems students can explore: the sky is the limit. This course is in the Oceans and Climates group for the Geosciences major.

**Class Format:** Asynchronous recorded lectures will provide instruction on new analytical techniques every two weeks. Students will meet in pairs for one hour every week with the instructor: each student will present the results of their data analysis and their interpretation for discussion every other week.

**Requirements/Evaluation:** Five 3-4 page papers including figures made from analyzing data.

**Prerequisites:** At least one GEOS or ENVI course

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with a strong interest in Geosciences and Geoscience majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 227 (D3) ENVI 226 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 229 (S) Environmental History**

**Cross-listings:** ENVI 229 HIST 264

#### **Primary Cross-listing**

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **ENVI 230 (S) Geographies of Food Justice (DPE)**

Recent scholarship & reporting clearly show inequalities of race, class, & gender in access to adequate, nutritious, & culturally appropriate food. Observers often call poor, segregated urban areas food *deserts*, evoking a landscape dominated by fast food & devoid of vegetables. Farmer & food sovereignty activist Leah Penniman instead refers to these places as experiencing food *apartheid* to emphasize that the inequalities are the result of structural racism. Notably, *deserts* & *apartheid* are both spatial metaphors, referring not only to the environments in which people eat, but also the systems of social, political, & economic power that define those places. This course considers the relationship between food, power, & geography by looking at such places. We ask: How does *where* people eat shape *what* they eat? What can we learn about structural racism & settler colonialism by looking at the diverse sites of food insecurity? How do people experience a globalized food system in uniquely localized ways? How do struggles over land & labor shape the possibilities for justice in the food system? Does it matter where our food is produced? We begin with an exploration of the concepts of food security, sovereignty, and justice. Subsequent units include a critical reevaluation of the concept of food deserts, drawing on works by scholars who question the term's usefulness. Next, we consider disruptions to indigenous hunting & fishing practices from settler colonialism-induced climate change & toxic contamination. Finally, we evaluate evidence about whether local food is the solution to the social and environmental problems with our food systems. We will read works by geographers, anthropologists, sociologists, planners, & journalists, among others. Several "lab" sessions throughout the semester introduce participants to data analysis tools used by policymakers and activists working on food security and justice.

**Requirements/Evaluation:** 2-3 short papers on assigned topics, several lab exercises focused on data analysis, final research paper, class discussion, occasional short oral presentations

**Prerequisites:** ENVI 101 or permission

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course considers how race, racism, and class shape access to food. We will discuss accountability within the food movement, and discuss ways to address inequalities in this area.

**Attributes:** ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

### **ENVI 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

#### **Primary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

### **ENVI 232 (S) The Garden in the Ancient World**

**Cross-listings:** COMP 235 REL 235 CLAS 235 ENVI 232

#### **Secondary Cross-listing**

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This

course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 235 (D1) REL 235 (D2) CLAS 235 (D1) ENVI 232 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 233 (S) Latin American Environmental Literature and Cultural Production (DPE)**

**Cross-listings:** RLSP 216 ENVI 233

Secondary Cross-listing

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the *Popol vuh*), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

### **ENVI 234 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

Secondary Cross-listing

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course

explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

### **ENVI 235 (S) Survival and Resistance: Environmental Political Theory**

**Cross-listings:** ENVI 235 PSCI 235

**Secondary Cross-listing**

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Requirements/Evaluation:** formal and informal writing assignments and class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 235 (D2) PSCI 235 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **ENVI 238 (F) Sustainable Economic Growth**

**Cross-listings:** ENVI 238 ECON 238

#### **Secondary Cross-listing**

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, and land, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce important concepts taught in introductory microeconomics and introductory macroeconomics.

**Class Format:** The first half of the class is lecture-based. The second half of the class is discussion-based.

**Requirements/Evaluation:** midterms exams, final exam, problem sets, short writing assignments, video-taped presentations, class participation

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** potential or declared social science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 238 (D2) ECON 238 (D2)

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ENVI 240 (F) Conservation and Climate Change (WS)**

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Prerequisites:** ENVI101 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit (WS)

**Writing Skills Notes:** Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Natural World Electives

Not offered current academic year

## ENVI 241 (S) The Politics of Waste

**Cross-listings:** ENVI 241 PSCI 242 PSCI 270

### Secondary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. \*Please note the atypical class hours, Wed 4:45-8:30 pm\*

**Requirements/Evaluation:** class attendance and participation, short essays, and a final paper

**Prerequisites:** not open to first-year students

**Enrollment Limit:** 9

**Enrollment Preferences:** final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

**Expected Class Size:** 9

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 241 (D2) PSCI 242 (D2) PSCI 270 (D2)

**Attributes:** ENVI Environmental Policy PSCI Political Theory Courses

Not offered current academic year

## ENVI 242 (S) The Country and the City in the Classical World

**Cross-listings:** ANTH 242 ENVI 242 CLAS 242

### Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

**Requirements/Evaluation:** informed participation, two short papers (2-5 pages), final paper (8-10 pages)

**Prerequisites:** none, although prior knowledge of the ancient world will be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** declared and intending majors in Classics and Environmental Studies

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 242 (D1) ENVI 242 (D1) CLAS 242 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not offered current academic year

### **ENVI 243 (F) Reimagining Rivers (WS)**

**Cross-listings:** ENVI 243 ANTH 243

#### **Primary Cross-listing**

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week.

**Requirements/Evaluation:** Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 243 (D2) ANTH 243 (D2)

**Writing Skills Notes:** Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

#### **Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

### **ENVI 246 (F) Race, Power, & Food History (DPE)**

**Cross-listings:** HIST 265 ENVI 246 AMST 245

#### **Primary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition, Food Security+Environmental Health

**Not offered current academic year**

## ENVI 247 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession

Cross-listings: ENVI 247 AMST 234 AFR 234 HIST 274

### Secondary Cross-listing

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 247 (D2) AMST 234 (D2) AFR 234 (D2) HIST 274 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Fall 2022

STU Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

## ENVI 249 (S) Food, Agriculture, and Globalization

This course examines the history and current politics of the international political economy of food with a focus on how agriculture and food provisioning have been transformed through imperialism and globalization. We examine the interactions of corporations, nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of a globalized food system. Topics include the historical antecedents of our present system, plantation agriculture, the influences of war and settler colonialism on global food production, Cold War transformations in the international food system, the origins of sustainable development discourse, international anti-hunger programs, fair trade and other labeling schemes, labor migration, the antiglobalization and local food movements, and neoliberalism. We will pay particular attention to theories about how producers and consumers are connected to one other through the political economy of food. The reading assignments are drawn from the fields of environmental, food, and policy history, and we will also read works from political scientists, international relations scholars, geographers, anthropologists, and advocacy organizations.

**Requirements/Evaluation:** 2 short concept papers (3-4 pages); 1 research paper (10 pages); several short policy exercises

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy GBST Economic Development Studies Electives

Not offered current academic year

### **ENVI 250 (F) Environmental Justice (DPE)**

**Cross-listings:** STS 250 ENVI 250

#### **Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 250 (D2) ENVI 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Not offered current academic year

### **ENVI 251 Science and Militarism in the Modern World (WS)**

In 1961, United States President Dwight D. Eisenhower warned of the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. This tutorial takes up a number of environmental themes, including the role of environmental science within military campaigns, conservation and environmental racism, nuclear waste and ecological contamination. Surveying conflicts from World War II through the present-day War on Terror, this course will investigate how environmental scientists, politicians, soldiers, activists, and artists have grappled with the intertwined legacies of science and militarism. Students will engage a range of textual materials including books, films, photographs, and news reports.

**Requirements/Evaluation:** Course requirements include bi-weekly response papers (5-7 pages) and tutorial discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Over the course of the semester, students will write 5 papers (5-7 pages each). They will receive bi-weekly detailed feedback on their writing from the professor and their tutorial partner. This feedback will include advice on strengthening their argumentation and use of textual evidence, as well as grammar and usage suggestions/corrections. Students will be graded on the portfolio of papers, with specific attention to how they have incorporated feedback in each subsequent paper.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 252 (S) The Oceans and Climate (WS)**

**Cross-listings:** GEOS 226 ENVI 226 ENVI 252 MAST 226

#### **Secondary Cross-listing**

The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** evaluation will be based on the critical analysis of reading from the scientific literature through discussion, writing and revision

**Prerequisites:** at least one GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a strong interest in Geosciences and Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 226 (D3) ENVI 226 (D3) ENVI 252 (D3) MAST 226 (D3)

**Writing Skills Notes:** each student will write five 5-page position papers and five 1-page response papers; students will give and receive feedback through peer review and tutorial meeting discussions and will develop their writing and critical analysis skills through revision

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Not offered current academic year

### **ENVI 253 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

#### **Secondary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration,

weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Allison Guess

### **ENVI 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255 ENVI 255

#### **Secondary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** Weekly labs, four quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores, then GEOS majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 255 (D3) ENVI 255 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 260 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261 ENVI 260

**Primary Cross-listing**

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

### **ENVI 261 (F) Science and Militarism in the Modern World**

**Cross-listings:** STS 261 ENVI 261

**Primary Cross-listing**

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 261 (D2) ENVI 261 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 263 (S) The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

**Secondary Cross-listing**

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 263 (D2) ENVI 263 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 265 (F) Coral Reefs: Ecology, Threats, & Conservation**

**Cross-listings:** ENVI 265 BIOL 165 MAST 265

**Secondary Cross-listing**

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

**Requirements/Evaluation:** Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. First-Year, 2. Sophomores

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Does not count for Biology major credit.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 265 (D3) BIOL 165 (D3) MAST 265 (D2)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **ENVI 266 (S) Reading Water (WS)**

**Cross-listings:** ENVI 266 MAST 266

#### Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Not offered current academic year

### **ENVI 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy**

**Cross-listings:** ENVI 268 MAST 268

### Secondary Cross-listing

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 268 (D2) MAST 268 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives

Not offered current academic year

### ENVI 271 (S) Theatre & Environment: Site, Nature, Eco-performance, Utopia (DPE)

**Cross-listings:** THEA 272 ENVI 271

### Secondary Cross-listing

What is theatre's relation to the environment, whether natural or social? How does the site, place, or ecology of a performance change its meaning and reception? What role can live performance play in grassroots campaigns for climate action or environmental justice? How can we use theatre to, in the words of adrienne maree brown, "practice, in every possible way, the world we want to see?" In this combined seminar/studio course, participants will work collaboratively to create a series of mini-performances based on four categories: site, nature/ecology, eco-performance, and utopia.

Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute *all* human and environmental interaction, we will work to understand how art's relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Artchoke Dance, Talking Birds, Extinction Rebellion, Greenpeace, and others. As a special project in the class, we will collaborate with The Zilkha Center to create performances that engage directly with topics relevant to the campus and surrounding community. This is a seminar and maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

**Class Format:** This is a maker-based studio and seminar course that requires deep collaboration on the creation, development, and performing of original works of live performance.

**Requirements/Evaluation:** Creation and presentation of a series of four mini-performance pieces; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 272 (D1) ENVI 271 (D1)

**Difference, Power, and Equity Notes:** This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 273 (F) Politics without Humans?**

**Cross-listings:** ENVI 273 STS 273 PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

**Requirements/Evaluation:** three 5- to 7-page papers, regular Glow posts, class participation

**Prerequisites:** please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **ENVI 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

### **ENVI 297 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

#### **Primary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

### **ENVI 298 (F) Cultural Geography**

Why do things happen where they do? What is the relationship between place and identity? How do history and politics shape the way people conceptualize space? What can landscapes tell us about the values, beliefs, and ideas of the people who inhabit them? Questions like these drive the vibrant field of cultural geography. Cultural geographers study how humans shape, experience, and imagine the material world. They explore the relationship between humans and their environment at scales ranging from the global to the local, and they ask how we may better understand ourselves and others by examining the places and landscapes we create. Drawing on case studies from around the world and exploring our local area, this class will survey the major theoretical, methodological, and empirical themes that have preoccupied modern geographers. Along the way, students will acquire some useful tools for making a world that is more beautiful, sustainable, and just.

**Requirements/Evaluation:** Three 5-7-pages essays and several shorter writing assignments.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Nicolas C. Howe

### **ENVI 300 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** WGSS 362 AFR 300 ENVI 300 AMST 362

#### **Secondary Cross-listing**

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 362 (D2) AFR 300 (D2) ENVI 300 (D2) AMST 362 (D2)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Allison Guess

### **ENVI 301 (F) Climate Changes (Latin America): Aesthetics, Politics, Science**

**Cross-listings:** RLSP 401 ENVI 301

#### **Secondary Cross-listing**

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more

badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

**Requirements/Evaluation:** rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

**Prerequisites:** one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this is the senior seminar required for all Spanish majors

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 401 (D1) ENVI 301 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 303 (S) Cultures of Climate Change**

**Cross-listings:** ENVI 303 SOC 303

Primary Cross-listing

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 303 (D2) SOC 303 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 Cancelled

**ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**ENVI 307 (F) Environmental Law**

**Cross-listings:** PSCI 317 ENVI 307

**Primary Cross-listing**

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

**Requirements/Evaluation:** several short writing assignments, a term research project, and active participation in class

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 317 (D2) ENVI 307 (D2)

**Attributes:** AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

### **ENVI 310 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

#### **Secondary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

### **ENVI 312 (F) Communities and Ecosystems (QFR)**

**Cross-listings:** ENVI 312 BIOL 302

**Secondary Cross-listing**

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

**Requirements/Evaluation:** lab reports, a midterm exam, a term project presentation, and a final project paper

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

**Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 312 (D3) BIOL 302 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

**Not offered current academic year**

**ENVI 315 (S) Ecocriticism**

**Cross-listings:** ENVI 315 ENGL 312

**Secondary Cross-listing**

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

**Requirements/Evaluation:** engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or consent of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** majors in English or Environmental Studies

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 315 (D1) ENGL 312 (D1)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

## **ENVI 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

### **Primary Cross-listing**

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

## **ENVI 322 (F) Waste and Value**

**Cross-listings:** ENVI 322 GBST 322 ANTH 322

### **Secondary Cross-listing**

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

**Requirements/Evaluation:** regular posting of critical response papers, field notes on waste streams, research-based final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

**ENVI 332 (F) (De)colonial Ecologies (DPE) (WS)**

**Cross-listings:** AFR 347 AMST 332 ENVI 332

**Secondary Cross-listing**

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

**ENVI 339 (F) Conservation Biology**

**Cross-listings:** ENVI 339 BIOL 329

**Secondary Cross-listing**

Conservation Biology focuses on protection of the Earth's biodiversity. This course starts with an overview of biodiversity including patterns of species richness, causes of species loss (extinction), and the critical contributions of biodiversity to ecosystem function and human welfare. Then we analyze ways to conserve biodiversity at the genetic, population, species and community/ecosystem levels. Labs are field oriented, and they focus on local New England communities and ecosystems. Labs emphasize knowing the dominant species in each system; they also stress how to collect and analyze the field data on ecological community structure and function that are critical to test hypotheses that relate to different conservation goals.

**Class Format:** lectures, discussions, and a weekly lab.

**Requirements/Evaluation:** Evaluation will be based on lab assignments, discussion participation, two exams and an independent project.

**Prerequisites:** BIOL 203/ENVI 203 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors, Environmental Studies majors, seniors, and juniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 339 (D3) BIOL 329 (D3)

**Attributes:** ENVI Natural World Electives

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joan Edwards

LAB Section: 02 W 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 R 1:00 pm - 4:00 pm Joan Edwards

**ENVI 346 (F) Environmental Psychology**

**Cross-listings:** PSYC 346 ENVI 346

**Secondary Cross-listing**

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research

**Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 346 (D3) ENVI 346 (D3)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Kenneth K. Savitsky

## ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)

**Cross-listings:** AMST 347 ENVI 348

### Primary Cross-listing

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

**Requirements/Evaluation:** one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** none

**Enrollment Preferences:** ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 347 (D2) ENVI 348 (D2)

**Difference, Power, and Equity Notes:** This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

## ENVI 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)

**Cross-listings:** AFR 349 ENVI 349 AMST 342

### Secondary Cross-listing

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Not offered current academic year

**ENVI 351 (F)(S) Marine Policy** (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the

disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **ENVI 354 (F) Drugs, Empire, & Environment in Historical Perspective**

This course considers the political economy & environmental impacts of licit & illicit drugs. We begin with the premise that drugs are commodities that gained global significance in the context of liberalism & empire. Imperial nations--notably Britain--consolidated political & economic power in the 19th century by promoting the opium trade against the wishes of Chinese & Indian officials. Most illicit drugs originated as plants--cannabis, poppies, & coca. The production of these internationally traded agricultural commodities helped transform rural livelihoods & landscapes in the 19th century; attempts at suppressing drug crops in the 20th century have also had environmental impacts. After the turn of the 20th century, the United States led an international movement to end the opium trade. Since then, the War on Drugs has expanded as a means for the United States to exercise domestic & global power. Our focus is primarily illicit drugs, but historical shifts in the categories of licit/illicit are a key theme. Other themes include race & racism in drug policy, imperialism, agriculture, & debates over toxicity. The course is divided into four units, stretching from the 19th century through the present. First, we discuss British colonialism in India & China through the lens of the opium trade. Next, we study the emerging drug control regime, focusing on coca, cocaine, & Indigenous producers in the Andes in the 1940s & 1950s. The third unit looks at environmental justice activists who oppose pharmaceutical companies' waste disposal in Puerto Rico. Finally, we evaluate the environmental impacts of the recent cannabis boom. We ask whether the legal architecture on which the industry is built can overcome the colonial & racist legacies of drug control. Readings include works by historians, novelists, anthropologists, & public policy experts.

**Requirements/Evaluation:** 2-3 short papers on assigned topics, final research paper, class discussion and participation

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 19

**Enrollment Preferences:** environmental studies majors and concentrators; juniors and seniors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 355 (F) Animals and Society (WS)**

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this tutorial will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Fall 2022

TUT Section: T1 TBA Laura J. Martin

### **ENVI 359 (S) Writing Animals**

**Cross-listings:** ENGL 359 ENVI 359

#### **Secondary Cross-listing**

Animals surround us, inhabit us. We rely on them for food, for clothing, for friendship, and for ideas. We could say that the whole human enterprise rests on the shoulders of animals, except that we ourselves are, of course, animals, too. In this course, we will explore the rich and rapidly growing body of work that centers on the creatures we live among. Among the questions we will consider are: How do we imagine minds unlike our own? Can we speak for creatures that lack language (or at least our form of it)? How do we explain our love of animals -- and our crimes against them? Readings will include fiction (Kafka's "A Report to an Academy"), non-fiction (Sy Montgomery's *The Soul of an Octopus*), natural history (Helen Macdonald's *Vesper Flights*) and philosophy (Peter Singer's *Animal Liberation*). This course will emphasize student writing, and participants will be invited to experiment with different genres.

**Requirements/Evaluation:** Students will produce roughly twenty pages of writing in a variety of modes

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 359 (D1) ENVI 359 (D1)

**Not offered current academic year**

### **ENVI 364 (S) Instrumental Methods of Analysis**

**Cross-listings:** ENVI 364 CHEM 364

#### **Secondary Cross-listing**

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete two 5-6 week long laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

**Class Format:** lecture, two times per week and laboratory, four hours per week; periodic small group meetings to plan laboratory research projects

**Requirements/Evaluation:** Weekly data analysis and project planning assignments for laboratory and analysis of readings for class, problem sets, two project reports and presentations, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** Chemistry and Environmental Studies majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 364 (D3) CHEM 364 (D3)

**Attributes:** BIMO Interdepartmental Electives ENVI Natural World Electives MTSC Courses

Not offered current academic year

### **ENVI 373 (F) Environmental Fate of Organic Chemicals**

**Cross-listings:** CHEM 373 ENVI 373

Secondary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

**Class Format:** lecture, three hours per week and conference, 1.5 hours per week

**Requirements/Evaluation:** weekly problem sets, two midterm exams, a final exam, participation in conference, an independent research proposal

**Prerequisites:** CHEM 251 and either CHEM 155 or CHEM 256

**Enrollment Limit:** 16

**Enrollment Preferences:** junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHEM 373 (D3) ENVI 373 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Anthony J. Carrasquillo

### **ENVI 376 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

Secondary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

### **ENVI 378 (S) Nature/Writing**

**Cross-listings:** ENGL 378 ENVI 378

#### **Secondary Cross-listing**

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

**Class Format:** discussion

**Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and Environmental Studies concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 378 (D1) ENVI 378 (D1)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

### **ENVI 387 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

#### **Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

### **ENVI 390 (S) The Nature of Nature**

**Cross-listings:** ENVI 390 ENGL 394

#### **Secondary Cross-listing**

"Nature" is one of the most common words in English. And yet what does it mean? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider some of the richly incoherent ways we think about the living world, paying particular attention to the difficulty of narrating processes that are too big, too small, too quick, or too slow for direct human apprehension. We'll explore the way popular nature writing mingles scientific reporting with implicit and explicit judgments about human identity, and take up the vexing problem of our proper relation to animals. Considerable attention will be paid to the racial, cultural and class dimensions of contemporary forms of environmental consciousness. Writers studied will include Elizabeth Kolbert, Jem Bedell, William Cronon, and Charles Darwin. We'll also consider the intermediations of nature and technology in documentaries by David Attenborough and Lynette Wallworth, among others.

**Requirements/Evaluation:** Several short written exercises, an eight page comparative midterm essay, and a final twelve to fifteen page essay incorporating audiovisual materials. Active participation in class.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Environmental Studies majors and concentrators; Philosophy majors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 390 (D1) ENGL 394 (D1)

**Attributes:** ENGL Criticism Courses ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Shawn J. Rosenheim

### **ENVI 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

#### **Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical

circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

### **ENVI 397 (F) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Fall 2022

IND Section: 01 TBA Nicolas C. Howe

### **ENVI 398 (S) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Spring 2023

IND Section: 01 TBA Nicolas C. Howe

### **ENVI 402 (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

**Primary Cross-listing**

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the *built environment*, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the *natural environment*, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the *social environment*, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies major elective.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 402 (D2) AMST 406 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Senior Seminar EXPE Experiential Education Courses MAST Senior Seminar

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

### **ENVI 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

**Secondary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing

populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **ENVI 410 (S) The Cryosphere**

**Cross-listings:** ENVI 410 GEOS 410

#### **Secondary Cross-listing**

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. A spring break field trip to Alaska offers the opportunity to get boots-on-the-snow experience with glaciers, sea ice, and permafrost. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

**Class Format:** Class periods and lab periods will be used interchangeably based on the weather. The spring break trip to Alaska is optional.

**Requirements/Evaluation:** Evaluation will be based on short papers, labs responses, and a research project

**Prerequisites:** GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior GEOS majors, then other GEOS majors and senior ENVI majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Materials/Lab Fee:** Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 410 (D3) GEOS 410 (D3)

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)**

**Cross-listings:** MAST 402 ENVI 412

#### **Primary Cross-listing**

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

**Requirements/Evaluation:** active participation, discussion leading, several smaller assignments and multi-step capstone project

**Prerequisites:** declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

**Enrollment Limit:** 14

**Enrollment Preferences:** Environmental Studies majors and concentrators, Maritime Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required course for students wishing to complete the Maritime Studies concentration

**Distributions:** No divisional credit (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 402 No divisional credit ENVI 412 No divisional credit

**Writing Skills Notes:** This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

**Attributes:** ENVI Core Courses EVST Core Courses EVST Senior Seminar

Not offered current academic year

### **ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

#### **Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**ENVI 420 (F) Architecture and Sustainability in a Global World (WS)**

**Cross-listings:** ARTH 420 GBST 420 ENVI 420

**Secondary Cross-listing**

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Requirements/Evaluation:** weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

**Prerequisites:** none, although a course in art/architectural history or environmental studies would be advantageous

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, Environmental Studies majors, History and Studio majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

**Writing Skills Notes:** This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### ENVI 421 (S) Latinx Ecologies

**Cross-listings:** LATS 420 ENVI 421

#### Secondary Cross-listing

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

**Requirements/Evaluation:** class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Latinx Studies concentrators; Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 420 (D2) ENVI 421 (D2)

**Attributes:** LATS 400-level Seminars

Not offered current academic year

### ENVI 423 (F) Global Change Ecology

**Cross-listings:** ENVI 423 BIOL 413

#### Secondary Cross-listing

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

**Class Format:** two 75-minute discussion sessions each week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL 203 or BIOL 305, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not yet taken a 400-level course

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 423 (D3) BIOL 413 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

**ENVI 430 (S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

**Secondary Cross-listing**

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**ENVI 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern**

**Cross-listings:** ARTH 436 ENVI 436 CLAS 436

**Secondary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient

Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art history majors, graduate students in art history, classics majors, then any interested student

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will satisfy the seminar requirement in art history.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 436 (D1) ENVI 436 (D1) CLAS 436 (D1)

**Attributes:** ARTH pre-1800 Courses ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 450 (F) Senior Seminar: Environmental Ethnography**

A key question orients this course: What can the embodied, place-based, and detailed approach of ethnographic study bring to our understandings of the environment? This upper-level seminar will explore this question through classroom discussions and a semester-length research project. Students will engage different styles of environmental ethnography while undertaking their own ethnographic projects involving the Williams College community and surrounding areas. Students will learn to work across different kinds of evidence as they draft fieldnotes, code fieldwork data, extrapolate key ideas from their fieldwork materials, and discover new ways of building environmental knowledge. Students will use these materials to collectively assemble an edited volume of ethnographic snapshots to be presented to the wider Environmental Studies community at Williams.

**Requirements/Evaluation:** Participation in seminar discussions; Weekly fieldnotes (2-3 pages per week); Mid-term Coded fieldwork notes and summary statements (8-10 pages); Final ethnographic snapshot/presentation (13-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; Juniors and Seniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy EVST Senior Seminar

Not offered current academic year

## **ENVI 454 (F) Climate Change Physiology**

**Cross-listings:** BIOL 454 ENVI 454

### **Secondary Cross-listing**

Animals are increasingly faced with rapid climate change driven by human activities across the globe. How do they cope with challenges imposed by increasing temperature? And, how might physiological mechanisms at the organismal level scale up to influence population processes? This course uses an integrative approach to understand the impacts of climate change at multiple levels of biological organization in both terrestrial and aquatic environments. We examine physiological mechanisms underlying animal responses and the role of acclimation versus adaptation in coping with rapidly shifting thermal environments. We then consider the impacts of these mechanisms on whole organism performance and their consequences for population persistence. Finally, we learn the analytical tools used to incorporate physiological mechanisms into ecological models to predict future responses to global climate change. Class discussions will focus on readings drawn from the primary literature.

**Requirements/Evaluation:** Evaluation will be based on class participation and several short papers.

**Prerequisites:** BIOL 203 or BIOL 205, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Biology seniors who have not yet taken a 400 level course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 454 (D3) ENVI 454 (D3)

**Attributes:** ENVI Natural World Electives

**Not offered current academic year**

## **ENVI 460 (S) Communicating Climate Change**

Long-term, probabilistic thinking about scary scenarios is hard. When the relevant time frames extend to centuries and millennia, it is really hard. And when the degree of scariness is determined by sciences that very few people understand, it is really, really hard. This describes the challenge of climate communication. No matter what your interests or career paths might be, you will need to be able to communicate effectively about environmental problems, often with people who see them very differently from you. It is difficult to communicate about any problem across social, political, and cultural divides. But environmental problems present special challenges. For one thing, they typically involve complicated, contested science. For another, their effects are often difficult to perceive yet potentially devastating in their consequences, especially for future generations and marginalized people. For yet another, their solutions often seem hopelessly difficult to implement. And finally, they are thoroughly entangled with almost every other problem we face, from pandemics to racism to wealth inequality. How do we communicate clearly, persuasively, and responsibly about something so complex? This seminar brings together students with interests in the humanities, arts, social sciences and sciences to seek answers to this fundamental question. Over the course of the seminar, we will explore research on climate change communication in a diverse array of fields while seeking to put our findings into practice locally, working together as a team to solve concrete climate communication problems here in our community.

**Requirements/Evaluation:** One 5-7-page paper; final collaborative project; participation.

**Prerequisites:** Environmental Studies 101.

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental/Maritime Studies majors and concentrators.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Core Courses EVST Core Courses MAST Senior Seminar

Spring 2023

**ENVI 465 (S) Solutions to the Biodiversity Crisis**

The biodiversity crisis is one of the greatest challenges of our century. Faced with climate change, persistent pollution, and habitat fragmentation, species are declining locally and globally. In this upper-level seminar we will integrate knowledge from the natural sciences, social sciences, policy, arts, and the humanities to design and implement biodiversity interventions. Through readings, discussions with experts, and applied projects, we will learn how biodiversity conservation and restoration can be socially just; how spaces can be designed to promote the flourishing of life; and how much local environmental management can alter global trends. We will also envision what the biotic world might look like in 10, 100, and 1000 years and consider who gets to decide which species live and which die, and who *should* decide.

**Requirements/Evaluation:** One 5-7-page paper; final collaborative project

**Prerequisites:** Environmental Studies 101 and 102

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental/Maritime Studies majors and concentrators; seniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Senior Seminar EVST Senior Seminar MAST Senior Seminar

Spring 2023

SEM Section: 01 Cancelled

**ENVI 478 (S) Cold War Landscapes**

**Cross-listings:** AMST 478 ENVI 478 HIST 478

**Secondary Cross-listing**

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

**Requirements/Evaluation:** class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, ENVI, and AMST majors if over-enrolled

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 478 (D2) ENVI 478 (D2) HIST 478 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not offered current academic year

**ENVI 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

**Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**ENVI 493 (F) Senior Research and Thesis: Environmental Studies**

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Fall 2022

HON Section: 01 TBA Brittany Meché

**ENVI 494 (S) Senior Research and Thesis: Environmental Studies**

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Spring 2023

HON Section: 01 TBA Nicolas C. Howe

**Winter Study -----**

**ENVI 11 (W) Seven Summits: the nature of New England as observed from its hills and peaks.**

In this course we will take to the hills and mountains of our region in order to gain a better understanding of New England's amazing geographic and biological diversity. Much of this variety owes to geological processes - tectonic events, ice ages, erosion and soil formation -- that have been playing out for eons. In what ways have these forces transformed and influenced the landscapes and ecosystems that we see today? From piney ridges and spruce-clad summits to moist hardwood forests, shrubby swamps and broad valleys, the story is in the hills. In addition to covering some basic geology and meteorology, we will decipher the common trees and shrubs of the region and how they tend to form distinct ecological communities based on their different physiographic attributes. We will also take a look into the lives of the animals -- mammals, birds, and perhaps even insects! -- that inhabit these rigorous environments in winter. Lastly we will consider the role of humans, both in adapting to and influencing these landscapes. Through field trips, readings, discussions, personal observations, and assignments, you will increase your awareness and appreciation of the natural heritage of the region that you have made your recent home. More than half of the class will be spent outdoors, sometimes venturing far-afield. Therefore, students should expect to be away from campus well beyond normal class hours -- including for an overnight night trip. Most excursions will be moderate in pace and difficulty, so you need not be an avid outdoors-person to take part; if you are able to hike/showshoe 5-6 miles in winter conditions, and bring a healthy dose of enthusiasm, you should be fine. No special equipment will be necessary.

**Requirements/Evaluation:** Final project or presentation. Several written assignments in addition to a final project and presentation on a topic of the student's choosing. Final project may take a variety of forms.

**Prerequisites:** None

**Enrollment Limit:** 8

**Enrollment Preferences:** Preference will be given to students with a demonstrated interest in the subject and those without potential scheduling conflicts. A statement of interest may be required.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Drew Jones is Manager of Hopkins Memorial Forest where he coordinates research, education, and maintenance activities. Previously he has worked as a wildlife biologist and environmental educator from the southern appalachians to the north woods.

**Materials/Lab Fee:** \$270

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

**ENVI 12 (W) Climate Intelligence 101: accelerating the fight against climate change by making it data-driven**

In recent years a novel approach to the fight against climate change has emerged, fueled by new dramatically more detailed, up-to-date data about the exact sources of greenhouse gas emissions. Sometimes known as "climate intelligence", this new field focuses on applying data-driven optimization to these newly detailed emissions data sets. Like business intelligence, the goal of climate intelligence is to use data to multiply the impact of new policies, business strategies, and technologies. To reduce more emissions, faster. This course will begin by introducing students to this rapidly emerging new world at the intersection of climate change, data science, economics, and business. But participants should not expect a relaxed, casual winter study. This high-octane course will move fast and remain laser-focused on not merely understanding climate change, but on actually helping fix it. The course will be team taught by an interdisciplinary group of Williams alums and will cover: \* A background on emerging new emissions datasets; \* How to use big data to rapidly prototype and iterate on testable scientific hypotheses on better ways to reduce emissions; \* A lab section in which

students will use novel data to develop proposed new concrete, real-world laws, regulations, businesses, NGOs, or inventions; and \* How to develop business plans or regulatory proposals to actually make your ideas happen in the real world. It is anticipated, though certainly not required, that after completion of this course many students will literally found the company or help pass the policy in their proposal. Time: about 14 h/wk. (Estimated 3h lecture, 3h lab/practicum, 8h project work).

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None. But this course will involve manipulating a lot of data! Any of: multivar calculus, stats, econ, ability to code, and/or an entrepreneurial spirit helpful but not required. Please don't take this course if not at least already familiar with Excel.

**Enrollment Limit:** 30

**Enrollment Preferences:** If overenrolled, priority should be to students who have passed at least one computer science or econometrics course.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Gavin McCormick is founder of environmental tech nonprofit WattTime and cofounder of Climate TRACE, a coalition using AI and satellites to measure all Earth's GHG emissions. He's an Eph and has an MS in environmental econometrics from UC Berkeley.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Gavin McCormick

### **ENVI 25 (W) Tropical Marine Conservation**

Tropical marine ecosystems such as coral reefs and mangrove forests are biodiversity 'hotspots'; they are home to an astounding variety of marine organisms, provide critical support for the livelihoods and food sources of millions of people, but are also highly vulnerable to human impacts such as climate change and overfishing. This winter study travel course will offer a unique combination of classroom, laboratory, and hands-on experiences in the scientific study, management, and restoration of tropical marine ecosystems using the Bahamian island of Eleuthera as a case study. Eleuthera is rich in marine diversity but still in the process of implementing management policies and practices for its many fisheries. As such, it presents a unique opportunity for students to experience conservation-in-action. Students will gain an understanding of the structure, function, and major threats facing tropical marine ecosystems. They will develop practical skills in conducting field surveys of tropical marine species and in implementing management and restoration strategies on the Island. They will also engage with the local community to understand the social and economic impacts of marine conservation policy and to explore alternative sustainable development strategies for subsistence fisheries that rely on these marine ecosystems. Students are expected to participate in 2 days travel and 13 days of research on the Island. The daily schedule will include field research and independent study. Students are expected to devote time each day to researching and writing a final paper that integrates their field studies, interviews, and policy research. Students will also use this time to prepare and deliver an oral slide presentation on their research the last two days of the trip.

**Requirements/Evaluation:** oral presentation and 5-page research paper

**Prerequisites:** BIOL 203 or ENVI 101 or ENVI 102 or MAST 311 or permission of instructors

**Enrollment Limit:** 8

**Enrollment Preferences:** preference will be given to BIOL and ENVI majors and concentrators

**Grading:** pass/fail only

**Materials/Lab Fee:** none

**Attributes:** TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Sarah Gardner, Sonya K. Auer

### **ENVI 31 (W) Senior Research and Thesis: Environmental Studies**

To be taken by students registered for Environmental Studies 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Brittany Meché

**ENVI 99 (W) Independent Study: Environmental Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Nicolas C. Howe

## **ENVIRONMENTAL STUDIES CONCENTRATION**

**Chair: Associate Professor Nicolas Howe**

**Associate Director: Lecturer Sarah Gardner**

Associate Professor: N. Howe. Assistant Professor: G. Forte. Assistant Professor: L. Martin. Assistant Professor: B. Meché. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Visiting Assistant Professor: S. Auer. Lecturers: A. Apotsos, S. Gardner, J. Racela. Research Associates: H. Art, R. Bolton, D. Dethier, L. Venolia.

Environmental Studies Advisory Committee (2021-2022): Professors: R. Bradburd, J. French. Associate Professors: N. Howe, J. Constantine, Assistant Professor: L. Martin, B. Meché, Lecturers: S. Gardner, J. Racela.

Maritime Studies Advisory Committee (2021-2022): Professors: R. Cox, C. Ting. Associate Professor: J. Constantine. Assistant Professor: T. Pusack. Associate Dean: J. Gerry.

Mystic Executive Director: T. Van Winkle.

### **FACULTY AFFILIATES OF THE PROGRAM IN ENVIRONMENTAL STUDIES (2022-2023)**

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies, Emeritus

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Julie C. Blackwood, Associate Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Ralph Bradburd, David A. Wells Professor of Political Economy

Alice C. Bradley, Assistant Professor of Geosciences

Nicole G. Brown, Assistant Professor of Classics

Cory E. Campbell, instructional Technology Specialist

Anthony Carrasquillo, Assistant Professor of Chemistry

Gregory Casey, Assistant Professor of Economics

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Phoebe A. Cohen, Associate Professor of Geosciences

Jose E.A. Constantine, Associate Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences, Emeritus

Joan Edwards, Samuel Fessenden Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center

Jessica M. Fisher, Associate Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Giuseppina Forte, Assistant Professor of Environmental Studies and Studio Art

Jennifer L. French, Rosenburg Professor of Environmental Studies and Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Associate Professor of Economics

Allison Gill, Assistant Professor of Biology

Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program

Nicolas Howe, Associate Professor of Environmental Studies

Sarah Jacobson, Associate Professor of Economics

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Joel Lee, Associate Professor of Anthropology

Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club

James Manigault-Bryant, Professor of Africana Studies

Luana Maroja, Associate Professor of Biology

Laura Martin, Assistant Professor of Environmental Studies

Brittany Meché, Assistant Professor of Environmental Studies

Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research, Hopkins Forest

James Nolan, Washington Gladden 1859 Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, Lecturer in Environmental Studies and Supervisor, Environmental Analysis Lab

David P. Richardson, Professor of Chemistry

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology, Emeritus

David L. Smith, Professor of English

Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies

John W. Thoman, Jr., Professor of Chemistry

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

Sofia Zepeda, Assistant Professor, Maritime History, Williams-Mystic Maritime Studies Program

## **ENVIRONMENTAL STUDIES**

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise.

The concentration in Environmental Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand the physical nature of environmental systems;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental action and policy;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;

- Have an appreciation for the ambiguity and uncertainty inherent in many environmental issues;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES is considered to be the first environmental studies center at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations and student-initiated activities, and generous support for summer research and internships. The Class of 1966 Environmental Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. CES manages the Hopkins Memorial Forest, a 2600-acre natural area 1.5 miles from campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center.

## ADVISING

Majors (or first-years and sophomores interested in the major offered by CES) are encouraged to talk at any time with the Chair, Associate Director of Environmental Studies, or any other Environmental Studies faculty for advice. All incoming majors will be assigned a faculty advisor in the spring of their sophomore year.

**Advisors for 2022-2023:** Nicolas Howe, Sarah Gardner, Laura Martin, Brittany Meché.

## STUDY AWAY

Many study away options are available to students in Environmental Studies, including the Williams-Mystic Maritime Studies Program. Students considering either a semester or year away who intend to major in Environmental Studies should consult the Chair or Associate Director of Environmental Studies and the Dean in charge of study abroad as early as possible to discuss their options. Students may take up to two courses outside of Williams toward their major but must have advance approval in writing from the Chair of Environmental Studies.

## CONCENTRATION IN ENVIRONMENTAL STUDIES

The Environmental Studies concentration provides students with an opportunity to explore how humans interact with the environment, including physical, biological, philosophical, and social elements. The concentration is designed so that students will understand the complexity of issues and perspectives that inhere in environmental problems and will appreciate that most environmental issues lack distinct disciplinary boundaries. The goal of the concentration is to educate students to be well-informed, environmentally literate citizens who have the capacity to become active participants in the local and global community. To this end, the concentration is designed to develop the capability to think in interdisciplinary ways and to use synthetic approaches to solve problems while incorporating the knowledge and experiences gained from majoring in other departments at the College.

The Environmental Studies concentration is a six-course concentration in which students gain broad exposure to environmental studies while pursuing another major. In addition to the core introductory courses of ENVI 101 and ENVI 102, students pursuing the concentration will take one elective from each group that represents a broad category of inquiry: Environmental Policy; Humanities, Arts and Social Sciences; and the Natural World. In their junior or senior year, they will take a hands-on 400-level seminar.

## THE MAJOR IN ENVIRONMENTAL STUDIES

The Environmental Studies major is a ten-course major. All majors are required to take ENVI 101, ENVI 102, and one 400-level Senior Seminar. ENVI 101 – Nature and Society: An Introduction to Environmental Studies, is a broad introduction to the field, emphasizing the humanities and social sciences. ENVI 102 – Introduction to Environmental Science, introduces students to the interdisciplinary study of the Earth's systems through the synthesis of physical, chemical, geological, and biological perspectives. The 400-level senior seminars focus on advanced interdisciplinary research and problem-solving in range of fields, including environmental planning, design, ethnography, and history. The remaining core requirements are comprised of three foundational 200-level courses, one from each of three lists of courses (see below). These lists represent the three main branches of the environmental curriculum: Environmental humanities, environmental social science/policy, and environmental science. Students choose, in consultation with their major advisor, the course they will take from each of the three lists.

In addition to these core courses, students choose four electives from a large body of courses in Environmental Studies and cross-listed courses in other fields. To ensure depth in the student's area of interest, at least three of these courses must be from one of the three curricular branches: environmental humanities, environmental social science/policy, and environmental science. Lists of approved electives will be updated each year. When declaring their major, students should consult with their major advisor to discuss which electives are right for them.

## Planning for Prerequisites on your Path through the Major

While ENVI 101 or ENVI 102 are recommended starting points for the major, and are prerequisites for many other ENVI course offerings, please note that some of the course options for the major may have other courses as prerequisites that may not count toward the programs. For example, ENVI/ECON 213 (*Intro to Environmental and Natural Resource Economics*) has a prerequisite of ECON 110 (*Principles of Microeconomics*). We strongly suggest that you do advance planning to avoid being blocked from taking a relevant course. Students interested in the program are

encouraged to consult with members of the Environmental Studies Program and to contact the Chair or Associate Director.

### **Credit for AP, IB, A-levels and other pre-Williams Courses**

Students are not allowed to place out of ENVI 101. Students with a score of 5 on the AP Environmental Science exam may take a 200-level environmental science lab course (cross-listed with Environmental Studies) in lieu of ENVI 102.

### **Introductory Required Courses (2 courses)**

ENVI 101 Nature and Society: An Introduction to Environmental Studies

ENVI 102 Introduction to Environmental Science

### **Foundational Required Courses for all Environmental Studies Majors (3 courses, 1 from each category)**

#### **Culture/Humanities Foundational (1 course)**

[ENVI 229 / HIST 264\(S\) SEM Environmental History](#)

Taught by: TBA

[Catalog details](#)

[ENVI 244 / PHIL 244\(S\) TUT Environmental Ethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265 SEM Race, Power, & Food History](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 250 / STS 250 SEM Environmental Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 260 / ARTS 261\(F\) SEM Design and Environmental Justice](#)

Taught by: [Giuseppina Forte](#)

[Catalog details](#)

[ENVI 298\(F\) SEM Cultural Geography](#)

Taught by: [Nicolas Howe](#)

[Catalog details](#)

[RLSP 216 / ENVI 233 SEM Latin American Environmental Literature and Cultural Production](#)

Taught by: [Jennifer French](#)

[Catalog details](#)

#### **Environmental Science Foundational (with lab, 1 course)**

[BIOL 203 / ENVI 203\(F\) LEC Ecology](#)

Taught by: [Allison Gill](#)

[Catalog details](#)

[CHEM 373 / ENVI 373\(F\) LEC Environmental Fate of Organic Chemicals](#)

Taught by: [Anthony Carrasquillo](#)

[Catalog details](#)

[GEOS 215 / ENVI 215\(S\) LEC Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 227 / ENVI 226 TUT Climate Data Analysis](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

[GEOS 301 / ENVI 205 LEC Geomorphology](#)

Taught by: [José Constantine](#)

[Catalog details](#)

[GEOS 309 / ENVI 209 LEC Modern Climate](#)

Taught by: [Alice Bradley](#)

[Catalog details](#)

#### **Social Science/Policy Foundational (1 course)**

[ECON 213 / ENVI 213\(F\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 206 SEM Global Environmental Politics](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 297 / GBST 287\(F\) SEM Global Sustainable Development](#)

Taught by: [Brittany Meché](#)  
[Catalog details](#)  
[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)  
[Catalog details](#)

### **Electives (4 courses)**

In addition to ENVI 101, 102, three Foundational courses, and one 400-level senior seminar, each student must take four electives from a list of approved courses in Environmental Science, Social Science/Policy, and Culture/Humanities. To ensure depth in the area of interest, at least three of these courses must be from one list. Courses taken abroad may be included with the approval of the Chair or Associate Director.

### **Senior Seminar Required Course (1 course)**

In the junior or senior year, students will take one 400-level seminar in Environmental Studies. These seminars will focus on advanced, interdisciplinary research and/or problem-solving, typically with an applied, experiential, and/or service-learning focus.

### **INDEPENDENT STUDY AND WINTER STUDY**

In addition to courses fulfilling the Environmental Studies major requirements, the following courses are offered:

ENVI 397, 398 Independent Study of Environmental Problems

ENVI 493-W31-494 Honors Thesis and Senior Research

Winter Study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

### **HONORS IN ENVIRONMENTAL STUDIES**

Candidates for honors in Environmental Studies will complete a thesis in their senior year. A student earns honors by successfully completing a rigorous independent project under the supervision of a member of the Environmental Studies faculty. The thesis may either be a one-semester plus Winter Study project, or a full-year project (two semesters plus Winter Study). Students who are majoring in environmental studies, and who opt to complete a year-long thesis project, have the option of substituting the second semester of their thesis work for the senior seminar. Honors will be awarded on the basis of the academic merit and originality demonstrated by the student in the completed thesis. Because many theses will require sustained field, laboratory or archival work that is difficult to combine with conventional coursework, full-year thesis students are strongly encouraged to spend the summer before senior year and/or their senior year Winter Study doing advance research.

Funds to support student summer research are available from endowment funds of the CES, and an open competition is held each spring to allocate summer funding resources. Other departments may also provide limited support for summer thesis research. Students and their faculty sponsors should plan the thesis with the expectation of such research in mind.

Juniors who wish to apply to pursue honors should submit a 5-page proposal to their intended advisor and the Chair of Environmental Studies by the first Friday in March. If a student wishes to pursue thesis research advised by a faculty member not affiliated with CES, the student must also identify a co-advisor from within the program. Students applying to conduct an honors thesis in Environmental Studies will be notified before spring break whether or not their proposal has been approved.

Students doing a full-year thesis give a presentation in October to their thesis advisor, second reader, and environmental studies community. Further details on the honors program are available through the Environmental Studies website: <https://ces.williams.edu/academic-program/honors/>

### **ENVI 100 (S) Introduction to Weather and Climate**

**Cross-listings:** GEOS 100 ENVI 100

#### **Secondary Cross-listing**

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group

for the Geosciences major.

**Requirements/Evaluation:** lab assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 100 (D3) ENVI 100 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 101 (F)(S) Nature and Society: An Introduction to Environmental Studies**

Environment and society interact on scales from the local to the global. This course explores these interactions and introduces students to the interdisciplinary methods of environmental studies. We will investigate the social, political, and historical aspects of environmental problems -- including environmental racism, species extinction, climate change, and more -- as well as their possible solutions. We will survey policy-making and activism in a variety of contexts and will examine art, literature, film, music, maps, advertisements, and other cultural objects. Throughout the course, we will ask how unequal distributions of power affect people and environments. Case studies, readings, discussions, and field exercises will help students develop their understanding how natural systems influence and are influenced by human activities.

**Requirements/Evaluation:** participation, in-class exercises, several short writing assignments (varying from 2-5 pages)

**Prerequisites:** none

**Enrollment Limit:** 30/section

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 30/section

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Environmental Studies major and concentration

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives ENVI Core Courses EVST Core Courses GBST Urbanizing World Electives

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Laura J. Martin

LEC Section: 02 MW 8:25 pm - 9:40 pm Brittany Meché

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Brittany Meché

### **ENVI 102 (S) Introduction to Environmental Science**

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

**Class Format:** Two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week.

**Requirements/Evaluation:** Weekly short quizzes, three exams, lab assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first- and second-year students, Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Required course for Environmental Studies major and concentration

**Distributions:** (D3)

**Attributes:** ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Alex A. Apotsos, Jay Racela

LAB Section: 02 T 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

LAB Section: 03 R 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

LAB Section: 04 W 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

### **ENVI 103 (F) Global Warming and Environmental Change**

**Cross-listings:** ENVI 103 GEOS 103

**Secondary Cross-listing**

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

**Requirements/Evaluation:** written reports from laboratories and readings, class participation, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 103 (D3) GEOS 103 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am José A. Constantine

LAB Section: 02 T 1:00 pm - 3:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 3:00 pm José A. Constantine

### **ENVI 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

### Secondary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

### ENVI 105 (F) The Co-Evolution of Earth and Life

**Cross-listings:** GEOS 101 ENVI 105

### Secondary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** one laboratory per week plus one all-day field trip

**Requirements/Evaluation:** lab work, short quizzes, midterms, an independent project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 101 (D3) ENVI 105 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

**ENVI 108 (F) Energy Science and Technology (QFR)**

**Cross-listings:** ENVI 108 PHYS 108

**Secondary Cross-listing**

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

**Class Format:** twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

**Requirements/Evaluation:** weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

**Prerequisites:** high school physics, high school chemistry, and mathematics at the level of MATH 130

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 108 (D3) PHYS 108 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

**ENVI 134 (F) The Tropics: Biology and Social Issues (DPE)**

**Cross-listings:** ENVI 134 BIOL 134

**Secondary Cross-listing**

Biology and Social Issues of the Tropics explores the biological dimensions of social and environmental issues in tropical societies, focusing specifically on the tropics of Africa, Asia, Latin America, Oceania, and the Caribbean. Social issues are inextricably bound to human ecologies and their environmental settings. Each section of the course provides the science behind the issues and ends with options for possible solutions, which are debated by the class. The course highlights differences between the tropics and areas at higher latitudes while also emphasizing global interconnectedness. It begins with a survey of the tropical environment, including a global climate model, variation in tropical climates and the amazing biodiversity of tropical biomes. The next section focuses on human population biology, and emphasizes demography and the role of disease particularly malaria, AIDS and Covid-19 (SARS-CoV-2). The final part of the course covers the place of human societies in local and global ecosystems including the challenges of tropical food production, the interaction of humans with their supporting ecological environment, and global climate change. This course fulfills the DPE requirement. Through lectures, debates and readings, students confront social and environmental issues and policies from the perspective of biologists. This builds a framework for lifelong exploration of human diversity in terms of difference, power and equity.

**Class Format:** Debate

**Requirements/Evaluation:** two hour exams, a short paper, debate presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be given to Environmental Studies majors/concentrators, students in need of a Division III or DPE requirement, and then Seniors, Juniors, Sophomores, and First Year students.

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Does not count for credit in the Biology major.

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 134 (D3) BIOL 134 (D3)

**Difference, Power, and Equity Notes:** This course highlights differences between the tropics and higher latitudes. For each section we focus on difference--different natural habitats and biodiversity, different patterns of population growth, different human disease profiles, different types of agriculture and different contributions to and impacts of climate change. For each section we highlight differences in power and the inequities of resource distribution. We then debate potential solutions to ameliorate these inequities.

**Attributes:** ENVI Natural World Electives GBST African Studies Electives PHLH Biomedical Determinants of Health

Fall 2022

LEC Section: 01 Cancelled

### **ENVI 201 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Secondary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security + Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

### **ENVI 202 (S) Critical Spatial Practice: Design for Alternative Futures (DPE)**

**Cross-listings:** ENVI 202 ARTS 222

**Secondary Cross-listing**

In this course, students will transform an architectural or urban space through temporary interventions that participate in reorienting public perception, imagination, and politics. We will explore selected ideas that have informed design thinking and activism for environmental justice. Students will build on spatial strategies such as spatial hijacking, acupuncture architecture, counter-appropriation, and détournement and visual techniques that unsettle normative understandings of space, time, and architecture. These techniques include montage, counter-cartographies, controversy mapping, graphic novels, storytelling, role-playing, and visual appropriation. The course will offer methods and approaches as a toolkit for critical spatial practice.

**Requirements/Evaluation:** Assignments include weekly discussions and design projects and surveys requiring drawings and model design. Final project: design project to reorient public perception, imagination, and politics. Evaluation will be based on the quality of design at both theoretical/conceptual and technical levels.

**Prerequisites:** Drawing I or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary depending on student project, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 202 (D1) ARTS 222 (D1)

**Difference, Power, and Equity Notes:** This design studio invites students to think critically about how power, equity, and difference are manifested through the built environment. It will equip them with tools to become active agents of change through design activism. We will use design as a cultural practice and creative technique to envision more just and equitable futures through temporary interventions in architectural or urban spaces.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

STU Section: 01 W 1:10 pm - 3:50 pm Giuseppina Forte

**ENVI 203 (F) Ecology (QFR)**

**Cross-listings:** BIOL 203 ENVI 203

**Secondary Cross-listing**

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

**ENVI 204 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

**Secondary Cross-listing**

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

## **ENVI 205 (F) Geomorphology**

**Cross-listings:** GEOS 301 ENVI 205 ENVI 331

### **Secondary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 301 (D3) ENVI 205 (D3) ENVI 331 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses  
GEOS Group B Electives - Sediments + Life

**Not offered current academic year**

## **ENVI 206 (S) Global Environmental Politics**

This course examines the history and current status of international environmental cooperation and conflict. We will consider the interactions of nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of transnational environmental policy and treaties. We will also examine non-state approaches to global environmental challenges. After reviewing competing explanations for the causes of global environmental problems and diverse disciplinary approaches to studying those issues, we will read case studies covering a range of topics. These include fresh water conflict, fisheries and oceans, climate change, waste and pollution, agriculture, pesticides, population and development, wildlife, forestry, and consumerism. The reading assignments are drawn from the fields of environmental and foreign policy history, political science, international relations, geography, and anthropology in order to develop an interdisciplinary approach to international policy analysis. The written assignments are a series of policy briefs. You will also be responsible for two oral presentations during the semester, related to the policy briefs.

**Class Format:** Depending on enrollment, some discussion may be scheduled outside of the class hours, as would be the case in a tutorial.

**Requirements/Evaluation:** 2-3 short writing assignments based on assigned readings (3 pages each), 2 oral presentations, discussion participation, 2 policy briefing papers based on library research (5 pages each)

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** environmental studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy GBST Economic Development Studies Electives

**Not offered current academic year**

## **ENVI 207 (F) Economic Geology and Earth Resources**

**Cross-listings:** GEOS 205 ENVI 207

### **Secondary Cross-listing**

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

**Class Format:** 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

**Requirements/Evaluation:** one hour exam, a final exam, lab exercises, and a group project

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** sophomores and Geosciences majors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 205 (D3) ENVI 207 (D3)

**Attributes:** ENVI Natural World Electives GEOS Group C Electives - Solid Earth

**Not offered current academic year**

## **ENVI 208 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

### **Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

### **ENVI 209 (F) Modern Climate (QFR)**

**Cross-listings:** GEOS 309 ENVI 209

#### **Secondary Cross-listing**

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** 4 multi-week lab projects and several short quizzes

**Prerequisites:** Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 309 (D3) ENVI 209 (D3)

**Quantative/Formal Reasoning Notes:** Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

**Attributes:** ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

### **ENVI 211 (S) Race, Environment, and the Body**

**Cross-listings:** AMST 211 ENVI 211 AFR 211 SOC 211

#### **Secondary Cross-listing**

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2023

LEC Section: 01 Cancelled

### **ENVI 212 (F) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** ENVI 212 ECON 214

#### **Secondary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

### **ENVI 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

### Secondary Cross-listing

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### ENVI 214 (S) Mastering GIS

**Cross-listings:** GEOS 214 ENVI 214

### Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, weekly quizzes, and a research project

**Prerequisites:** at least one course in Geosciences or Environmental Studies

**Enrollment Limit:** 18

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 214 (D3) ENVI 214 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine

LAB Section: 02 T 1:00 pm - 4:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 4:00 pm José A. Constantine

### **ENVI 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

#### **Secondary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

### **ENVI 216 (S) Philosophy of Animals**

**Cross-listings:** ENVI 216 PHIL 216

#### **Secondary Cross-listing**

Animals are and always have been part of human life. To name just a few ways: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are*

*animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Requirements/Evaluation:** four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

**Prerequisites:** none, though at least one course in philosophy is recommended.

**Enrollment Limit:** 16

**Enrollment Preferences:** students with at least one previous philosophy or cognitive science course; there is no need to email the professor in advance to indicate special interest in the course.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 216 (D2) PHIL 216 (D2)

**Attributes:** COGS Interdepartmental Electives ENVI Humanities, Arts + Social Science Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **ENVI 219 (F) Evolution of and on Volcanic Islands (WS)**

**Cross-listings:** GEOS 220 ENVI 219

Secondary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** One-hour weekly meetings with tutorial partner and instructor

**Requirements/Evaluation:** five 5-page papers and critiques of partner's papers

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a demonstrated interest in geosciences

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 220 (D3) ENVI 219 (D3)

**Writing Skills Notes:** Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Not offered current academic year

### **ENVI 220 (S) Field Botany and Plant Natural History**

**Cross-listings:** ENVI 220 BIOL 220

#### **Secondary Cross-listing**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

**Class Format:** both field and indoor laboratories

**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Materials/Lab Fee:** There is a charge for the lab manual (\$20); the sketchbook (\$5) and hand lens (\$20) can be self-provided or purchased from the department

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 220 (D3) BIOL 220 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

### **ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

#### **Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 224 (F) The Rise and Fall of Civilizations**

**Cross-listings:** ANTH 214 ENVI 224

Secondary Cross-listing

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

**Class Format:** Class discussion and debates will complement lectures based on powerpoint presentation.

**Requirements/Evaluation:** midterm, final exam, 15pp analytical paper, two quizzes

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First and second years.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 214 (D2) ENVI 224 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

### **ENVI 226 (S) Climate Data Analysis**

**Cross-listings:** GEOS 227 ENVI 226

Secondary Cross-listing

In this tutorial, students will learn how to access and work with the datasets that show how our climate is changing. The course introduces a series of analytical methods used in climate science, and students then apply those 'recipes' to data of their choosing to research parts of the climate system. Over the course of the term, a student might investigate the seasonality of global atmospheric carbon dioxide levels, maps of sea level anomalies, and the impact El Niño patterns have on Western US rainfall. Students will present their findings, and their insights into the particular aspect of the climate system, at weekly tutorial meetings. Analytical approaches covered in the class include climatologies, time series analysis (trends, periodicity, and autocorrelation), anomaly maps, composites, and zonal/meridional averaging. As for regions and climate systems students can explore: the sky is the

limit. This course is in the Oceans and Climates group for the Geosciences major.

**Class Format:** Asynchronous recorded lectures will provide instruction on new analytical techniques every two weeks. Students will meet in pairs for one hour every week with the instructor: each student will present the results of their data analysis and their interpretation for discussion every other week.

**Requirements/Evaluation:** Five 3-4 page papers including figures made from analyzing data.

**Prerequisites:** At least one GEOS or ENVI course

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with a strong interest in Geosciences and Geoscience majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 227 (D3) ENVI 226 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 229 (S) Environmental History**

**Cross-listings:** ENVI 229 HIST 264

Primary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **ENVI 230 (S) Geographies of Food Justice (DPE)**

Recent scholarship & reporting clearly show inequalities of race, class, & gender in access to adequate, nutritious, & culturally appropriate food. Observers often call poor, segregated urban areas food *deserts*, evoking a landscape dominated by fast food & devoid of vegetables. Farmer & food sovereignty activist Leah Penniman instead refers to these places as experiencing food *apartheid* to emphasize that the inequalities are the result of

structural racism. Notably, *deserts* & *apartheid* are both spatial metaphors, referring not only to the environments in which people eat, but also the systems of social, political, & economic power that define those places. This course considers the relationship between food, power, & geography by looking at such places. We ask: How does *where* people eat shape *what* they eat? What can we learn about structural racism & settler colonialism by looking at the diverse sites of food insecurity? How do people experience a globalized food system in uniquely localized ways? How do struggles over land & labor shape the possibilities for justice in the food system? Does it matter where our food is produced? We begin with an exploration of the concepts of food security, sovereignty, and justice. Subsequent units include a critical reevaluation of the concept of food deserts, drawing on works by scholars who question the term's usefulness. Next, we consider disruptions to indigenous hunting & fishing practices from settler colonialism-induced climate change & toxic contamination. Finally, we evaluate evidence about whether local food is the solution to the social and environmental problems with our food systems. We will read works by geographers, anthropologists, sociologists, planners, & journalists, among others. Several "lab" sessions throughout the semester introduce participants to data analysis tools used by policymakers and activists working on food security and justice.

**Requirements/Evaluation:** 2-3 short papers on assigned topics, several lab exercises focused on data analysis, final research paper, class discussion, occasional short oral presentations

**Prerequisites:** ENVI 101 or permission

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course considers how race, racism, and class shape access to food. We will discuss accountability within the food movement, and discuss ways to address inequalities in this area.

**Attributes:** ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

### **ENVI 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

#### **Primary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

### **ENVI 232 (S) The Garden in the Ancient World**

**Cross-listings:** COMP 235 REL 235 CLAS 235 ENVI 232

#### **Secondary Cross-listing**

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 235 (D1) REL 235 (D2) CLAS 235 (D1) ENVI 232 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

### **ENVI 233 (S) Latin American Environmental Literature and Cultural Production (DPE)**

**Cross-listings:** RLSP 216 ENVI 233

#### **Secondary Cross-listing**

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the *Popol vuh*), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. Conducted in English.

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing

the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

### **ENVI 234 (S) Global Poverty and Economic Development (DPE)**

**Cross-listings:** ENVI 234 ECON 204 ECON 507

#### **Secondary Cross-listing**

Why are some nations rich while other nations are poor, and what can be done to end global poverty and promote shared prosperity? This course explores the historical determinants of global poverty and inequality, and analyzes the range of policy options available to promote economic development and equalize opportunities. Drawing on research in development economics, development studies, political science, and anthropology, we seek to understand the factors that shaped the global economy and contributed to the cross-country income disparities observed today. In addition, we'll use the tools of modern empirical microeconomics to assess the possibilities for eliminating global poverty and underdevelopment in the future. Undergraduate students will receive 200-level credit and should not register at the 500-level.

**Class Format:** discussion

**Requirements/Evaluation:** short written assignments and empirical exercises; two individual take-home exams; final group project

**Prerequisites:** one economics course or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 234 (D2) ECON 204 (D2) ECON 507 (D2)

**Difference, Power, and Equity Notes:** This course provides a setting for students to learn about the causes and consequences of poverty in developing countries. It requires students to engage with questions of political and economic power, stressing attentiveness to how market relationships may not generate welfare-maximizing opportunities for poor and marginalized populations. Through exercises and a group project, the course builds analytical and empirical skills for diagnosing and addressing constraints on economic development.

**Attributes:** ENVI Environmental Policy GBST African Studies Electives GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

### **ENVI 235 (S) Survival and Resistance: Environmental Political Theory**

**Cross-listings:** ENVI 235 PSCI 235

#### **Secondary Cross-listing**

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Requirements/Evaluation:** formal and informal writing assignments and class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 235 (D2) PSCI 235 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **ENVI 238 (F) Sustainable Economic Growth**

**Cross-listings:** ENVI 238 ECON 238

Secondary Cross-listing

Is it possible to have infinite economic growth on a finite planet? This question has sparked a great deal of inquiry across the social sciences. Some argue that we need to slow or even end economic growth to prevent environmental catastrophe. Others argue that market forces, especially changing prices and improved technology, will ensure that growth can continue unabated without significant negative consequences. Still others argue that government intervention is necessary to limit negative consequences of economic progress, but that effective interventions are still compatible with sustained economic growth. In this class, we will explore the insights that economics has to offer on this important question. We will start by considering the importance of finite inputs used in production, including fossil fuels, minerals, and land, among others. Then, we will consider whether undesirable byproducts of economic growth will prevent sustained growth. This second part of class will place a lot of emphasis on climate change. Throughout the class, we will pay special attention to the role that government intervention can or cannot play in promoting sustainable economic growth. This class will reinforce important concepts taught in introductory microeconomics and introductory macroeconomics.

**Class Format:** The first half of the class is lecture-based. The second half of the class is discussion-based.

**Requirements/Evaluation:** midterms exams, final exam, problem sets, short writing assignments, video-taped presentations, class participation

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** potential or declared social science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 238 (D2) ECON 238 (D2)

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Not offered current academic year

### **ENVI 240 (F) Conservation and Climate Change (WS)**

What does climate change mean for the future of Earth's 8.7 million-or-so species? This tutorial introduces students to an emerging literature on how climate change alters the distributions, behaviors, and interactions of plant and animal species. In it we will pay close attention to how to read a scientific paper and how to write about science from the discipline of environmental studies. Some of the questions we will consider include: How is scientific knowledge produced? What might the biotic world look like in 10, 100, and 1000 years? How are conservation and restoration practitioners responding to climate change? To what extent can local environmental management alter global trends?

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Prerequisites:** ENVI101 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit (WS)

**Writing Skills Notes:** Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

**Attributes:** ENVI Humanities, Arts + Social Science Electives ENVI Natural World Electives

Not offered current academic year

### **ENVI 241 (S) The Politics of Waste**

**Cross-listings:** ENVI 241 PSCI 242 PSCI 270

#### Secondary Cross-listing

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. \*Please note the atypical class hours, Wed 4:45-8:30 pm\*

**Requirements/Evaluation:** class attendance and participation, short essays, and a final paper

**Prerequisites:** not open to first-year students

**Enrollment Limit:** 9

**Enrollment Preferences:** final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

**Expected Class Size:** 9

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 241 (D2) PSCI 242 (D2) PSCI 270 (D2)

**Attributes:** ENVI Environmental Policy PSCI Political Theory Courses

Not offered current academic year

### **ENVI 242 (S) The Country and the City in the Classical World**

**Cross-listings:** ANTH 242 ENVI 242 CLAS 242

#### Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals--as well as artistic, literary, and architectural forms--associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will

combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside - not just as places, but also as states of mind. All readings are in translation.

**Requirements/Evaluation:** informed participation, two short papers (2-5 pages), final paper (8-10 pages)

**Prerequisites:** none, although prior knowledge of the ancient world will be useful

**Enrollment Limit:** 19

**Enrollment Preferences:** declared and intending majors in Classics and Environmental Studies

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 242 (D1) ENVI 242 (D1) CLAS 242 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not offered current academic year

### **ENVI 243 (F) Reimagining Rivers (WS)**

**Cross-listings:** ENVI 243 ANTH 243

#### **Primary Cross-listing**

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week.

**Requirements/Evaluation:** Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 243 (D2) ANTH 243 (D2)

**Writing Skills Notes:** Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

**ENVI 246 (F) Race, Power, & Food History (DPE)**

**Cross-listings:** HIST 265 ENVI 246 AMST 245

**Primary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST Group F Electives - U.S. + Canada PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

### **ENVI 247 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession**

**Cross-listings:** ENVI 247 AMST 234 AFR 234 HIST 274

#### **Secondary Cross-listing**

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 247 (D2) AMST 234 (D2) AFR 234 (D2) HIST 274 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History LATS Countries of Origin + Transnationalism Elect

Fall 2022

STU Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

### **ENVI 249 (S) Food, Agriculture, and Globalization**

This course examines the history and current politics of the international political economy of food with a focus on how agriculture and food provisioning have been transformed through imperialism and globalization. We examine the interactions of corporations, nation-states, multilateral international organizations, non-governmental organizations, and social movements in the formation of a globalized food system. Topics include the historical antecedents of our present system, plantation agriculture, the influences of war and settler colonialism on global food production, Cold War transformations in the international food system, the origins of sustainable development discourse, international anti-hunger programs, fair trade and other labeling schemes, labor migration, the antiglobalization and local food movements, and neoliberalism. We will pay particular attention to theories about how producers and consumers are connected to one other through the political economy of food. The reading assignments are drawn from the fields of environmental, food, and policy history, and we will also read works from political scientists, international relations scholars, geographers, anthropologists, and advocacy organizations.

**Requirements/Evaluation:** 2 short concept papers (3-4 pages); 1 research paper (10 pages); several short policy exercises

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy GBST Economic Development Studies Electives

Not offered current academic year

### **ENVI 250 (F) Environmental Justice (DPE)**

**Cross-listings:** STS 250 ENVI 250

**Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 250 (D2) ENVI 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Not offered current academic year

### **ENVI 251 Science and Militarism in the Modern World (WS)**

In 1961, United States President Dwight D. Eisenhower warned of the global dangers of what he called the "military-industrial complex." In this course,

we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. This tutorial takes up a number of environmental themes, including the role of environmental science within military campaigns, conservation and environmental racism, nuclear waste and ecological contamination. Surveying conflicts from World War II through the present-day War on Terror, this course will investigate how environmental scientists, politicians, soldiers, activists, and artists have grappled with the intertwined legacies of science and militarism. Students will engage a range of textual materials including books, films, photographs, and news reports.

**Requirements/Evaluation:** Course requirements include bi-weekly response papers (5-7 pages) and tutorial discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Over the course of the semester, students will write 5 papers (5-7 pages each). They will receive bi-weekly detailed feedback on their writing from the professor and their tutorial partner. This feedback will include advice on strengthening their argumentation and use of textual evidence, as well as grammar and usage suggestions/corrections. Students will be graded on the portfolio of papers, with specific attention to how they have incorporated feedback in each subsequent paper.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 252 (S) The Oceans and Climate (WS)**

**Cross-listings:** GEOS 226 ENVI 226 ENVI 252 MAST 226

Secondary Cross-listing

The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** evaluation will be based on the critical analysis of reading from the scientific literature through discussion, writing and revision

**Prerequisites:** at least one GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a strong interest in Geosciences and Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 226 (D3) ENVI 226 (D3) ENVI 252 (D3) MAST 226 (D3)

**Writing Skills Notes:** each student will write five 5-page position papers and five 1-page response papers; students will give and receive feedback through peer review and tutorial meeting discussions and will develop their writing and critical analysis skills through revision

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Not offered current academic year

### **ENVI 253 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

#### **Secondary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Allison Guess

### **ENVI 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255 ENVI 255

#### **Secondary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry

out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** Weekly labs, four quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores, then GEOS majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 255 (D3) ENVI 255 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 260 (F) Design and Environmental Justice (DPE)**

**Cross-listings:** ARTS 261 ENVI 260

Primary Cross-listing

This course offers key literature to examine the relationship between design and environmental justice. It will help build a vocabulary to study the environment and sustainability as disputed terrains between technological fixes and issues of race, ethnicity, gender, sexuality, class, and colonial status. Students will explore interdisciplinary approaches to design, environmental justice, and urban political ecologies, drawing on debates from architecture and urbanism, the social sciences, ethnic and queer studies, and new materialist feminism.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, midterm project, final 16-page paper.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 261 (D1) ENVI 260 (D2)

**Difference, Power, and Equity Notes:** This interdisciplinary seminar examines the interrelationship between design and environmental justice from an intersectional perspective. It encourages students to develop a critical understanding of the role that technical rationality, devoid of ethics and respect for difference, plays in producing racist, heteropatriarchal, and ecocidal forms of oppression. In parallel, we will explore place-based practices that counter neoliberal and extractivist approaches to the (built) environment.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

### **ENVI 261 (F) Science and Militarism in the Modern World**

**Cross-listings:** STS 261 ENVI 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films,

photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 261 (D2) ENVI 261 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 263 (S) The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

Secondary Cross-listing

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 263 (D2) ENVI 263 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 265 (F) Coral Reefs: Ecology, Threats, & Conservation**

**Cross-listings:** ENVI 265 BIOL 165 MAST 265

Secondary Cross-listing

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest

diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

**Requirements/Evaluation:** Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. First-Year, 2. Sophomores

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Does not count for Biology major credit.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 265 (D3) BIOL 165 (D3) MAST 265 (D2)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

**ENVI 266 (S) Reading Water (WS)**

**Cross-listings:** ENVI 266 MAST 266

Secondary Cross-listing

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Not offered current academic year

### **ENVI 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy**

**Cross-listings:** ENVI 268 MAST 268

Secondary Cross-listing

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 268 (D2) MAST 268 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives

Not offered current academic year

### **ENVI 271 (S) Theatre & Environment: Site, Nature, Ecopformance, Utopia (DPE)**

**Cross-listings:** THEA 272 ENVI 271

Secondary Cross-listing

What is theatre's relation to the environment, whether natural or social? How does the site, place, or ecology of a performance change its meaning and reception? What role can live performance play in grassroots campaigns for climate action or environmental justice? How can we use theatre to, in the words of adrienne maree brown, "practice, in every possible way, the world we want to see?" In this combined seminar/studio course, participants will work collaboratively to create a series of mini-performances based on four categories: site, nature/ecology, ecopformance, and utopia.

Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute *all* human and environmental interaction, we will work to understand how art's relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Artichoke Dance, Talking Birds, Extinction Rebellion, Greenpeace, and others. As a special project in the class, we will collaborate with The Zilkha Center to create performances that engage directly with topics relevant to the campus and surrounding community. This is a seminar and maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

**Class Format:** This is a maker-based studio and seminar course that requires deep collaboration on the creation, development, and performing of original works of live performance.

**Requirements/Evaluation:** Creation and presentation of a series of four mini-performance pieces; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 272 (D1) ENVI 271 (D1)

**Difference, Power, and Equity Notes:** This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 273 (F) Politics without Humans?**

**Cross-listings:** ENVI 273 STS 273 PSCI 273

Secondary Cross-listing

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

**Requirements/Evaluation:** three 5- to 7-page papers, regular Glow posts, class participation

**Prerequisites:** please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **ENVI 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious

groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

### **ENVI 297 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

#### **Primary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

### **ENVI 298 (F) Cultural Geography**

Why do things happen where they do? What is the relationship between place and identity? How do history and politics shape the way people conceptualize space? What can landscapes tell us about the values, beliefs, and ideas of the people who inhabit them? Questions like these drive the vibrant field of cultural geography. Cultural geographers study how humans shape, experience, and imagine the material world. They explore the relationship between humans and their environment at scales ranging from the global to the local, and they ask how we may better understand ourselves and others by examining the places and landscapes we create. Drawing on case studies from around the world and exploring our local area, this class will survey the major theoretical, methodological, and empirical themes that have preoccupied modern geographers. Along the way, students will acquire some useful tools for making a world that is more beautiful, sustainable, and just.

**Requirements/Evaluation:** Three 5-7-pages essays and several shorter writing assignments.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Nicolas C. Howe

### **ENVI 300 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** WGSS 362 AFR 300 ENVI 300 AMST 362

#### **Secondary Cross-listing**

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 362 (D2) AFR 300 (D2) ENVI 300 (D2) AMST 362 (D2)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Allison Guess

**ENVI 301 (F) Climate Changes (Latin America): Aesthetics, Politics, Science**

**Cross-listings:** RLSP 401 ENVI 301

**Secondary Cross-listing**

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

**Requirements/Evaluation:** rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

**Prerequisites:** one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this is the senior seminar required for all Spanish majors

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 401 (D1) ENVI 301 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

**ENVI 303 (S) Cultures of Climate Change**

**Cross-listings:** ENVI 303 SOC 303

**Primary Cross-listing**

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us

about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 303 (D2) SOC 303 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 Cancelled

### **ENVI 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

#### **Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

**ENVI 307 (F) Environmental Law**

**Cross-listings:** PSCI 317 ENVI 307

**Primary Cross-listing**

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

**Requirements/Evaluation:** several short writing assignments, a term research project, and active participation in class

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 317 (D2) ENVI 307 (D2)

**Attributes:** AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

**ENVI 310 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

**Secondary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

### **ENVI 312 (F) Communities and Ecosystems (QFR)**

**Cross-listings:** ENVI 312 BIOL 302

#### **Secondary Cross-listing**

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

**Requirements/Evaluation:** lab reports, a midterm exam, a term project presentation, and a final project paper

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

**Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 312 (D3) BIOL 302 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

**Not offered current academic year**

### **ENVI 315 (S) Ecocriticism**

**Cross-listings:** ENVI 315 ENGL 312

#### **Secondary Cross-listing**

How does the human imagination encounter its environment? This overarching question is of particular importance now, as the humanities struggle to address the ecological crises of our time. We'll read selections from the long tradition of environmentally-minded literary works in order to historicize concepts of nature and wilderness, as well as from more recent theoretical and creative writing that reflects an increasing awareness of climate change, toxic waste and pollution, habitat loss and species extinction, population expansion, and other forms of environmental catastrophe. Finally, we will explore via our own writing the ethical and aesthetic imperative to find ways of imagining this ever-changing relation between the imagination and the environment.

**Requirements/Evaluation:** engaged participation; one 5- to 7-page paper and one final 12- to 15-page paper; frequent GLOW posts; and a creative journal

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam,

or consent of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** majors in English or Environmental Studies

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 315 (D1) ENGL 312 (D1)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**ENVI 316 (S) Governing Cities by Design: the Built Environment as a Technology of Space (DPE)**

**Cross-listings:** ENVI 316 ARTS 316

Primary Cross-listing

Like in the classic era, cities of the 19th century were metaphors for government: good government could not exist without good governance of the city. This relationship between city and government became more critical after the unprecedented dynamics of industrialization and urbanization disrupted European cities in the first half of the century. This seminar charts the transformation of the built environment (architecture and urbanism) as a technology of space to govern cities and citizens from the mid-19th century until the present. Through debates and case studies across geographies and historical timeframes, we will analyze how regimes of government shape and are shaped by the built environment and urban political ecologies.

**Class Format:** The course is divided into four sections: Modern and Modernist Cities, Colonial and Postcolonial Cities, Contemporary Global Urbanism, and Urban Lab.

**Requirements/Evaluation:** Class discussions and presentations, short writing assignments, final creative project on a case study: text and graphic narrative (role-playing), design project, visual essay, website, reportage, podcast, or zine.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 18

**Enrollment Preferences:** Envi majors and concentrators, Studio Art majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will vary, but should not exceed \$200-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 316 (D2) ARTS 316 (D2)

**Difference, Power, and Equity Notes:** Using theoretical perspectives from urban studies, this seminar/workshop explores how the built environment, as a technology of space, contributes to the production of difference, the establishment of certain regimes of power, and the erasure of specific urban histories--mainly those of underrepresented groups. Students will engage in multimedia place-based projects to imagine and create more equitable built environments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Giuseppina Forte

**ENVI 322 (F) Waste and Value**

**Cross-listings:** ENVI 322 GBST 322 ANTH 322

Secondary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected

by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

**Requirements/Evaluation:** regular posting of critical response papers, field notes on waste streams, research-based final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

**ENVI 332 (F) (De)colonial Ecologies (DPE) (WS)**

**Cross-listings:** AFR 347 AMST 332 ENVI 332

**Secondary Cross-listing**

What is the relationship between race, colonialism, and capitalism? How do such structures organize nature, including human nature? How do ideas of "nature" and "the human" come to structure race, colonialism, and capitalism? From the "discovery" and plunder of the "New World," to 18th-century claims that climate determined racial character, to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, it is clear that race, colonialism, capitalism constitute asymmetric world ecologies, and give rise to interconnected liberation struggles. Anchored in the contexts of U.S. colonialism and racial capitalism, and drawing on environmentalist, Black Marxist, and feminist works, this course aims to expose students to a world history of colonial and decolonial ecologies. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward human and non-human natures. Students should also be able to analyze how such orientations toward human and non-human natures mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation constitute decolonial ecologies that contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 347 (D2) AMST 332 (D2) ENVI 332 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 339 (F) Conservation Biology**

**Cross-listings:** ENVI 339 BIOL 329

Secondary Cross-listing

Conservation Biology focuses on protection of the Earth's biodiversity. This course starts with an overview of biodiversity including patterns of species richness, causes of species loss (extinction), and the critical contributions of biodiversity to ecosystem function and human welfare. Then we analyze ways to conserve biodiversity at the genetic, population, species and community/ecosystem levels. Labs are field oriented, and they focus on local New England communities and ecosystems. Labs emphasize knowing the dominant species in each system; they also stress how to collect and analyze the field data on ecological community structure and function that are critical to test hypotheses that relate to different conservation goals.

**Class Format:** lectures, discussions, and a weekly lab.

**Requirements/Evaluation:** Evaluation will be based on lab assignments, discussion participation, two exams and an independent project.

**Prerequisites:** BIOL 203/ENVI 203 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors, Environmental Studies majors, seniors, and juniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 339 (D3) BIOL 329 (D3)

**Attributes:** ENVI Natural World Electives

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joan Edwards

LAB Section: 02 W 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 R 1:00 pm - 4:00 pm Joan Edwards

### **ENVI 346 (F) Environmental Psychology**

**Cross-listings:** PSYC 346 ENVI 346

Secondary Cross-listing

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research

**Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 346 (D3) ENVI 346 (D3)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Kenneth K. Savitsky

**ENVI 348 (S) Beyond Cli-Fi: Climate Change Histories & the Arts of Resilience (DPE)**

**Cross-listings:** AMST 347 ENVI 348

**Primary Cross-listing**

This interdisciplinary environmental humanities seminar begins with the premise that our present climate crisis is a political project of globalization propelled by capitalism and its cultural logic. Causes and consequences of climate change can only be understood by examining the historical trajectories of carbon-based economic, political, and cultural systems since the 19th century. We trace the intellectual genealogy of modern climate science, consider the politics of indigenous knowledge as related to extractivism, and examine literary and artistic engagements with the natural world. We pay particular attention to the narrative strategies that scientists and policymakers use to talk about climate, and we develop creative critiques of the dominant discourses. We use historical and cultural analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. We begin and end with creative responses to climate crisis, always asking: How can we move beyond dystopia and defeatism? How might history inform social movements for climate resilience? How can the arts, theater, and literary production articulate a new politics of survival? What narrative forms enable and inspire climate action?

**Requirements/Evaluation:** one short creative writing assignment; several short critical papers (3-4 pages); final essay (10-15 pages)

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** none

**Enrollment Preferences:** ENVI or AMST majors or concentrators; people with demonstrated interest in the course topics

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 347 (D2) ENVI 348 (D2)

**Difference, Power, and Equity Notes:** This course considers the historical differences in economic, political, and cultural power which have shaped our present climate crisis. We consider both who drives environmental change and who experiences it first hand. We consider in particular how differences of class, race, and gender shape capacities for resilience and resistance and we examine social movement strategy, with particular attention to Indigenous and POC social movement thinkers and leaders.

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

**ENVI 349 (S) Race, Development, and Food Sovereignty (DPE) (WS)**

**Cross-listings:** AFR 349 ENVI 349 AMST 342

**Secondary Cross-listing**

What does it mean to "settle" land? What racial encounters and acts of survival took place around the plantation? How have farmworkers and landowners faced off against government policies and "agribusiness" corporations? What was the "Green Revolution" and why did it happen? Agriculture as a relation to land based on domestication, enclosure, and commerce has long been a means of and justification for racial and colonial

dispossession and exploitation across the Americas, including what is now the United States. At the same time, an array of embodied practices in relation to the land and one another complicate and contest these histories of racial and colonial dispossession. Broadly, this course aims to familiarize students with the historical and present-day entwining of colonial and racial dispossession, exploitation, and resistance at the heart of U.S. economies of agriculture. By the end of this course, students should be able to analyze how the historical foundations of U.S. agriculture have entailed and intertwined the taking of lands and removal of Indigenous peoples, the enslavement of African peoples, mass migration, and various forms of exploitative labor. Students should also be able to assess how these historical foundations continued to serve as the material conditions reproduced throughout the course of the 19th and 20th centuries under discriminatory government policies and powerful "agribusiness" corporations, as well as the possibilities and limits of redress and reform through state and corporate action. Finally, students should be able to interpret how embodied practices in relation to the land and one another precede, exceed, and push against the logics and histories of racial and colonial dispossession. The course is organized around three units that interrogate economies of agriculture within and beyond the U.S. nation-state. Each unit interrogates a key period of time from the founding of the United States, through 20th-century Pax Americana, and on into the present. Finally, each unit does so while attending to the emergence and enactment of "food sovereignty" movements--efforts to foster a new international trade regime, agrarian reform, a shift to agroecological production practices, attention to gender relations and equity, and the protection of intellectual and indigenous property rights.

**Requirements/Evaluation:** Participation: 25%; Weekly Response (350-500 words): 25%; Final Essay--Research proposal (2-3 pgs.): 10%; Final Essay--Peer review and feedback (2 pgs.): 10%; Final Essay--Presentation: 10%; Final Essay--Paper (15 pgs.): 20%

**Prerequisites:** AMST 101, AFR 200, and/or ENVI 101

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST, AFR, ENVI

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 349 (D2) ENVI 349 (D2) AMST 342 (D2)

**Writing Skills Notes:** One thesis paper at 15 pages. The writing process is staggered, with each part graded, and with critical feedback from professor and peers. Specifically, one research proposal (including thesis outline and annotated bibliography of primary texts) with feedback from professor; one thesis paper draft with feedback from peers; one letter of revision explaining the student's revision process; one final draft with critical feedback from professor; and student presentation and discussion.

**Difference, Power, and Equity Notes:** The course addresses issues of difference, power, and equity, and offers theoretical tools and perspectives to understand these issues. Specifically, students learn how to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

Not offered current academic year

**ENVI 351 (F)(S) Marine Policy** (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **ENVI 354 (F) Drugs, Empire, & Environment in Historical Perspective**

This course considers the political economy & environmental impacts of licit & illicit drugs. We begin with the premise that drugs are commodities that gained global significance in the context of liberalism & empire. Imperial nations--notably Britain--consolidated political & economic power in the 19th century by promoting the opium trade against the wishes of Chinese & Indian officials. Most illicit drugs originated as plants--cannabis, poppies, & coca. The production of these internationally traded agricultural commodities helped transform rural livelihoods & landscapes in the 19th century; attempts at suppressing drug crops in the 20th century have also had environmental impacts. After the turn of the 20th century, the United States led an international movement to end the opium trade. Since then, the War on Drugs has expanded as a means for the United States to exercise domestic & global power. Our focus is primarily illicit drugs, but historical shifts in the categories of licit/illicit are a key theme. Other themes include race & racism in drug policy, imperialism, agriculture, & debates over toxicity. The course is divided into four units, stretching from the 19th century through the present. First, we discuss British colonialism in India & China through the lens of the opium trade. Next, we study the emerging drug control regime, focusing on coca, cocaine, & Indigenous producers in the Andes in the 1940s & 1950s. The third unit looks at environmental justice activists who oppose pharmaceutical companies' waste disposal in Puerto Rico. Finally, we evaluate the environmental impacts of the recent cannabis boom. We ask whether the legal architecture on which the industry is built can overcome the colonial & racist legacies of drug control. Readings include works by historians, novelists, anthropologists, & public policy experts.

**Requirements/Evaluation:** 2-3 short papers on assigned topics, final research paper, class discussion and participation

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 19

**Enrollment Preferences:** environmental studies majors and concentrators; juniors and seniors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 355 (F) Animals and Society (WS)**

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this tutorial will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Fall 2022

TUT Section: T1 TBA Laura J. Martin

### **ENVI 359 (S) Writing Animals**

**Cross-listings:** ENGL 359 ENVI 359

**Secondary Cross-listing**

Animals surround us, inhabit us. We rely on them for food, for clothing, for friendship, and for ideas. We could say that the whole human enterprise rests on the shoulders of animals, except that we ourselves are, of course, animals, too. In this course, we will explore the rich and rapidly growing body of work that centers on the creatures we live among. Among the questions we will consider are: How do we imagine minds unlike our own? Can we speak for creatures that lack language (or at least our form of it)? How do we explain our love of animals -- and our crimes against them? Readings will include fiction (Kafka's "A Report to an Academy"), non-fiction (Sy Montgomery's *The Soul of an Octopus*), natural history (Helen Macdonald's *Vesper Flights*) and philosophy (Peter Singer's *Animal Liberation*). This course will emphasize student writing, and participants will be invited to experiment with different genres.

**Requirements/Evaluation:** Students will produce roughly twenty pages of writing in a variety of modes

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** English majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 359 (D1) ENVI 359 (D1)

**Not offered current academic year**

### **ENVI 364 (S) Instrumental Methods of Analysis**

**Cross-listings:** ENVI 364 CHEM 364

**Secondary Cross-listing**

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental

techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete two 5-6 week long laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

**Class Format:** lecture, two times per week and laboratory, four hours per week; periodic small group meetings to plan laboratory research projects

**Requirements/Evaluation:** Weekly data analysis and project planning assignments for laboratory and analysis of readings for class, problem sets, two project reports and presentations, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** Chemistry and Environmental Studies majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 364 (D3) CHEM 364 (D3)

**Attributes:** BIMO Interdepartmental Electives ENVI Natural World Electives MTSC Courses

Not offered current academic year

### **ENVI 373 (F) Environmental Fate of Organic Chemicals**

**Cross-listings:** CHEM 373 ENVI 373

Secondary Cross-listing

This course introduces students to the methods used to assess the risks posed by organic chemicals to human, animal, and ecosystem health. Our goal is to develop a quantitative understanding for how specific features of organic molecular structure directly dictate a given molecule's environmental fate. We will begin by using thermodynamic principles to estimate the salient physiochemical properties of molecules (e.g., vapor pressure, solubility, charging behavior, etc.) that impact the distribution, or partitioning, of organic chemicals between air, water, soils, and biota. Then, using quantitative structure activity relationships, we will predict the degradation kinetics resulting from natural nucleophilic, photochemical, and biological processes that determine chemical lifetime in the environment.

**Class Format:** lecture, three hours per week and conference, 1.5 hours per week

**Requirements/Evaluation:** weekly problem sets, two midterm exams, a final exam, participation in conference, an independent research proposal

**Prerequisites:** CHEM 251 and either CHEM 155 or CHEM 256

**Enrollment Limit:** 16

**Enrollment Preferences:** junior and senior Chemistry and Environmental Studies majors with a demonstrated interest in environmental chemistry

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHEM 373 (D3) ENVI 373 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Anthony J. Carrasquillo

### **ENVI 376 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

**Secondary Cross-listing**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

**ENVI 378 (S) Nature/Writing**

**Cross-listings:** ENGL 378 ENVI 378

**Secondary Cross-listing**

What do we mean by "nature"? How do we understand the relationships between "nature" and "culture"? In this course we will examine how various American writers have attempted to render conceptions of "nature" in literary form. We will compare treatments of various kinds of natural environments and trace the philosophical and stylistic traditions within the nature writing genre. The authors to be considered include Ralph Waldo Emerson, Henry David Thoreau, William Faulkner, Annie Dillard, Barry Lopez, Ursula LeGuin, and Wendell Berry.

**Class Format:** discussion

**Requirements/Evaluation:** two 10-page papers, regular class attendance, and participation in discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and Environmental Studies concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 378 (D1) ENVI 378 (D1)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

**ENVI 387 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

**Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

**ENVI 390 (S) The Nature of Nature**

**Cross-listings:** ENVI 390 ENGL 394

**Secondary Cross-listing**

"Nature" is one of the most common words in English. And yet what does it mean? Is it primarily descriptive (all living things), or normative ("natural" foods, "human nature")? This course will consider some of the richly incoherent ways we think about the living world, paying particular attention to the difficulty of narrating processes that are too big, too small, too quick, or too slow for direct human apprehension. We'll explore the way popular nature writing mingles scientific reporting with implicit and explicit judgments about human identity, and take up the vexing problem of our proper relation to animals. Considerable attention will be paid to the racial, cultural and class dimensions of contemporary forms of environmental consciousness. Writers studied will include Elizabeth Kolbert, Jem Bedell, William Cronon, and Charles Darwin. We'll also consider the intermediations of nature and technology in documentaries by David Attenborough and Lynette Wallworth, among others.

**Requirements/Evaluation:** Several short written exercises, an eight page comparative midterm essay, and a final twelve to fifteen page essay incorporating audiovisual materials. Active participation in class.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Environmental Studies majors and concentrators; Philosophy majors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 390 (D1) ENGL 394 (D1)

**Attributes:** ENGL Criticism Courses ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Shawn J. Rosenheim

**ENVI 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**ENVI 397 (F) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Fall 2022

IND Section: 01 TBA Nicolas C. Howe

### **ENVI 398 (S) Independent Study of Environmental Problems**

Individuals or groups of students may undertake a study of a particular environmental problem. The project may involve either pure or applied research, policy analysis, laboratory or field studies, or may be a creative writing or photography project dealing with the environment. A variety of nearby sites are available for the study of natural systems. Ongoing projects in the College-owned Hopkins Forest include ecological studies, animal behavior, and acid rain effects on soils, plants, and animals. Students may also choose to work on local, national, or international policy or planning issues, and opportunities to work with town and regional planning officials are available. Projects are unrestricted as to disciplinary focus. Students should consult with faculty well before the start of the semester in which they plan to carry out their project.

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Spring 2023

IND Section: 01 TBA Nicolas C. Howe

### **ENVI 402 (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

#### **Primary Cross-listing**

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the *built environment*, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the *natural environment*, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the *social environment*, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies major elective.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 402 (D2) AMST 406 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

### **ENVI 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Secondary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **ENVI 410 (S) The Cryosphere**

**Cross-listings:** ENVI 410 GEOS 410

### Secondary Cross-listing

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. A spring break field trip to Alaska offers the opportunity to get boots-on-the-snow experience with glaciers, sea ice, and permafrost. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

**Class Format:** Class periods and lab periods will be used interchangeably based on the weather. The spring break trip to Alaska is optional.

**Requirements/Evaluation:** Evaluation will be based on short papers, labs responses, and a research project

**Prerequisites:** GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior GEOS majors, then other GEOS majors and senior ENVI majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Materials/Lab Fee:** Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 410 (D3) GEOS 410 (D3)

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### ENVI 412 (S) Senior Seminar: Perspectives on Environmental Studies (WS)

**Cross-listings:** MAST 402 ENVI 412

### Primary Cross-listing

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

**Requirements/Evaluation:** active participation, discussion leading, several smaller assignments and multi-step capstone project

**Prerequisites:** declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

**Enrollment Limit:** 14

**Enrollment Preferences:** Environmental Studies majors and concentrators, Maritime Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required course for students wishing to complete the Maritime Studies concentration

**Distributions:** No divisional credit (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 402 No divisional credit ENVI 412 No divisional credit

**Writing Skills Notes:** This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

**Attributes:** ENVI Core Courses EVST Core Courses EVST Senior Seminar

Not offered current academic year

**ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**ENVI 420 (F) Architecture and Sustainability in a Global World (WS)**

**Cross-listings:** ARTH 420 GBST 420 ENVI 420

**Secondary Cross-listing**

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Requirements/Evaluation:** weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages)

with presentation

**Prerequisites:** none, although a course in art/architectural history or environmental studies would be advantageous

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, Environmental Studies majors, History and Studio majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

**Writing Skills Notes:** This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 421 (S) Latinx Ecologies**

**Cross-listings:** LATS 420 ENVI 421

#### **Secondary Cross-listing**

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viramontes' *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

**Requirements/Evaluation:** class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Latinx Studies concentrators; Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 420 (D2) ENVI 421 (D2)

**Attributes:** LATS 400-level Seminars

Not offered current academic year

### **ENVI 423 (F) Global Change Ecology**

**Cross-listings:** ENVI 423 BIOL 413

#### **Secondary Cross-listing**

Plants and animals are increasingly faced with rapid environmental change driven by human activities across the globe. How do they cope with challenges imposed by climate change, altered nutrient cycling, biological invasions, and increased urbanization? What are the impacts of organismal responses at the population and community level? This course uses an integrative approach to understand the impacts of global change at multiple

levels of biological organization in both aquatic and terrestrial environments. We examine how global-scale environmental changes affect the distribution and abundance of species and alter community organization. We also consider the physiological and behavioural mechanisms underlying species responses and the role of acclimation versus adaptation in coping with rapid environmental change. Finally, we learn the analytical tools used to predict future responses to global change. Class discussions will focus on readings drawn from the primary literature.

**Class Format:** two 75-minute discussion sessions each week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL 203 or BIOL 305, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not yet taken a 400-level course

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 423 (D3) BIOL 413 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

**ENVI 430 (S) Race, Identity, Nature (DPE) (WS)**

**Cross-listings:** ENVI 430 AFR 390 AMST 430

Secondary Cross-listing

From 18th-century claims that climate determined character to the 21st-century proliferation of DNA tests underwriting claims to Indigenous ancestry, race, colonialism, identity, and "nature" operate as interconnected terrains of power. Anchored in the contexts of U.S. colonialisms, racialization, and accumulation, this course aims to expose students to the cultural politics of "nature" as a way of "doing" American Studies. Specifically, this course investigates formations of and struggles against U.S. colonialisms, racialization, and accumulation via the many symbolic and material iterations, negotiations, and contestations of the contingent relations between and among human and non-human natures. Organized around a significant research paper and weekly written responses, this course ultimately aims to foster students' critical writing, reading, analytical thinking, and comparative inquiry skills across such contexts and sites of contestation, and across texts of different genres and media. We will work with a wide range of primary sources, including published fiction and poetry, legal documents, newspaper articles, speeches, recorded songs, and films, photos, paintings and other visual culture. By the end of this course, students should be able to describe the historical foundations of dominant ideas, attitudes, and practices toward non-human natures, as well as analyze how ideas of "nature" mediate the ways in which colonial, racial, gender, and sexual categories and structures inform and are (re)produced by U.S. institutions and in public areas such as the law, public policy, and property. Finally, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation.

**Requirements/Evaluation:** Evaluation will be based upon the following: Class Participation: 25%; Weekly Responses (350-500 words): 25%; Final Research Essay: 50%, broken down by Research Proposal (2-3 pgs, 10%), Peer Review and Feedback (2 pgs, 10%), Presentation (10%); Essay (15 pgs): 20%.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** American Studies majors will be given preference; secondary preference given to students specializing in Native American and Indigenous Studies, as well as Africana and Environmental Studies majors.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 430 (D2) AFR 390 (D2) AMST 430 (D2)

**Writing Skills Notes:** Emphasis on revision and writing process includes: One thesis paper at 15 pages (receiving critical feedback from professor and peers); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one research proposal (including thesis outline and annotated bibliography of primary texts) with critical feedback from professor; student presentations and roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** By the end of this course, students should be able to interpret how racialized and colonized peoples' visions, representations, and practices of liberation with regard to relations with non-human natures and the materiality of land precede, contend with, and exceed normative political, economic, and social categories of governance and systems of dispossession and exploitation. In order to address such issues of difference, power, and equity, this course provides students with the necessary th

**Attributes:** AMST 400-level Senior Seminars ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 436 (S) Demigods: Nature, social theory, and visual imagination in art and literature, ancient to modern**

**Cross-listings:** ARTH 436 ENVI 436 CLAS 436

#### **Secondary Cross-listing**

Horse-men, cat-women, goat-men, tree-women, man-bulls, fish-girls, snake-people--cross-species compound creatures are everywhere in ancient Greek and Roman art, poetry, and culture. The conceptual or cognitive value of those "demigods" has changed over time. In art, demigods have frequently been reduced to the status of decoration, and in literature, they have become generic markers of fantasy. But they are hardly without meaning. Embodied in satyrs, centaurs, nymphs, and other demigods is a vision of an alternative evolutionary and cultural history. In it, humans and animals live together. The distinction between nature and culture is not meaningful. Male and female are equal. The industrial revolution never happens. This course traces the history of demigods from its origins in ancient Greek art and poetry until today. We pay special attention to three points: the relationship between mythology of demigods and ancient political theory about primitive life; evolving conceptions of nature, the origin of species, and the environment; and the capacity of the visual arts to create mythology that has a limited literary counterpart. The first half of the course examines the origins and character of the demigods, in works of ancient art, e.g. the François vase and the Parthenon, as well as ancient texts, including Hesiod's Theogony and Ovid's Metamorphoses. We examine relevant cultural practices, intellectual history, and conceptions of nature, in texts such as Euripides' Bakchai, Plato's Phaidros, and Lucretius' De rerum natura. We will consider in detail ancient theories of the origins of species as well as the relationship between nature and human culture. The second half of the course investigates the post-classical survival of demigods. We consider the "rediscovery" of demigods in the work of Renaissance artists such as Botticelli, Michelangelo, Dürer, and Titian, and the rediscovery of ancient materialist theories of nature and culture. We consider in detail the important role played by demigods in the formation of Modernism in art and literature. Key texts include Schiller, "Naive and sentimental poetry," Nietzsche, Birth of Tragedy, Mallarmé, "L'Après midi d'une faun," Aby Warburg's cultural-historical texts, and Stoppard's Arcadia. Problems include the relationship between nymphs and prostitutes in Manet, and the meaning of fauns and the Minotaur in Picasso. We conclude with demigods in popular culture such as the Narnia chronicles or Hunger Games.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** The requirements of the course include: attendance and participation in discussion; preparing summaries/analyses of reading assignments for discussions; one presentation on a research project, and one 20-page paper on the research project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** art history majors, graduate students in art history, classics majors, then any interested student

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This course will satisfy the seminar requirement in art history.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 436 (D1) ENVI 436 (D1) CLAS 436 (D1)

**Attributes:** ARTH pre-1800 Courses ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ENVI 450 (F) Senior Seminar: Environmental Ethnography**

A key question orients this course: What can the embodied, place-based, and detailed approach of ethnographic study bring to our understandings of

the environment? This upper-level seminar will explore this question through classroom discussions and a semester-length research project. Students will engage different styles of environmental ethnography while undertaking their own ethnographic projects involving the Williams College community and surrounding areas. Students will learn to work across different kinds of evidence as they draft fieldnotes, code fieldwork data, extrapolate key ideas from their fieldwork materials, and discover new ways of building environmental knowledge. Students will use these materials to collectively assemble an edited volume of ethnographic snapshots to be presented to the wider Environmental Studies community at Williams.

**Requirements/Evaluation:** Participation in seminar discussions; Weekly fieldnotes (2-3 pages per week); Mid-term Coded fieldwork notes and summary statements (8-10 pages); Final ethnographic snapshot/presentation (13-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; Juniors and Seniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy EVST Senior Seminar

Not offered current academic year

### **ENVI 454 (F) Climate Change Physiology**

**Cross-listings:** BIOL 454 ENVI 454

Secondary Cross-listing

Animals are increasingly faced with rapid climate change driven by human activities across the globe. How do they cope with challenges imposed by increasing temperature? And, how might physiological mechanisms at the organismal level scale up to influence population processes? This course uses an integrative approach to understand the impacts of climate change at multiple levels of biological organization in both terrestrial and aquatic environments. We examine physiological mechanisms underlying animal responses and the role of acclimation versus adaptation in coping with rapidly shifting thermal environments. We then consider the impacts of these mechanisms on whole organism performance and their consequences for population persistence. Finally, we learn the analytical tools used to incorporate physiological mechanisms into ecological models to predict future responses to global climate change. Class discussions will focus on readings drawn from the primary literature.

**Requirements/Evaluation:** Evaluation will be based on class participation and several short papers.

**Prerequisites:** BIOL 203 or BIOL 205, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Biology seniors who have not yet taken a 400 level course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 454 (D3) ENVI 454 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **ENVI 460 (S) Communicating Climate Change**

Long-term, probabilistic thinking about scary scenarios is hard. When the relevant time frames extend to centuries and millennia, it is really hard. And when the degree of scariness is determined by sciences that very few people understand, it is really, really hard. This describes the challenge of climate communication. No matter what your interests or career paths might be, you will need to be able to communicate effectively about environmental problems, often with people who see them very differently from you. It is difficult to communicate about any problem across social, political, and cultural divides. But environmental problems present special challenges. For one thing, they typically involve complicated, contested science. For another, their effects are often difficult to perceive yet potentially devastating in their consequences, especially for future generations and marginalized people. For yet another, their solutions often seem hopelessly difficult to implement. And finally, they are thoroughly entangled with

almost every other problem we face, from pandemics to racism to wealth inequality. How do we communicate clearly, persuasively, and responsibly about something so complex? This seminar brings together students with interests in the humanities, arts, social sciences and sciences to seek answers to this fundamental question. Over the course of the seminar, we will explore research on climate change communication in a diverse array of fields while seeking to put our findings into practice locally, working together as a team to solve concrete climate communication problems here in our community.

**Requirements/Evaluation:** One 5-7-page paper; final collaborative project; participation.

**Prerequisites:** Environmental Studies 101.

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental/Maritime Studies majors and concentrators.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Core Courses EVST Core Courses MAST Senior Seminar

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nicolas C. Howe

### **ENVI 465 (S) Solutions to the Biodiversity Crisis**

The biodiversity crisis is one of the greatest challenges of our century. Faced with climate change, persistent pollution, and habitat fragmentation, species are declining locally and globally. In this upper-level seminar we will integrate knowledge from the natural sciences, social sciences, policy, arts, and the humanities to design and implement biodiversity interventions. Through readings, discussions with experts, and applied projects, we will learn how biodiversity conservation and restoration can be socially just; how spaces can be designed to promote the flourishing of life; and how much local environmental management can alter global trends. We will also envision what the biotic world might look like in 10, 100, and 1000 years and consider who gets to decide which species live and which die, and who *should* decide.

**Requirements/Evaluation:** One 5-7-page paper; final collaborative project

**Prerequisites:** Environmental Studies 101 and 102

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental/Maritime Studies majors and concentrators; seniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Senior Seminar EVST Senior Seminar MAST Senior Seminar

Spring 2023

SEM Section: 01 Cancelled

### **ENVI 478 (S) Cold War Landscapes**

**Cross-listings:** AMST 478 ENVI 478 HIST 478

#### **Secondary Cross-listing**

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers

on any geographical area of the world that interests them.

**Requirements/Evaluation:** class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, ENVI, and AMST majors if over-enrolled

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 478 (D2) ENVI 478 (D2) HIST 478 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **ENVI 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

#### **Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**ENVI 493 (F) Senior Research and Thesis: Environmental Studies**

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Fall 2022

HON Section: 01 TBA Brittany Meché

**ENVI 494 (S) Senior Research and Thesis: Environmental Studies**

Environmental Studies senior research and thesis; this is part of a full-year thesis (493-494).

**Prerequisites:** approval by the Chair of Environmental Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Spring 2023

HON Section: 01 TBA Nicolas C. Howe

**Winter Study -----**

**ENVI 11 (W) Seven Summits: the nature of New England as observed from its hills and peaks.**

In this course we will take to the hills and mountains of our region in order to gain a better understanding of New England's amazing geographic and biological diversity. Much of this variety owes to geological processes - tectonic events, ice ages, erosion and soil formation -- that have been playing out for eons. In what ways have these forces transformed and influenced the landscapes and ecosystems that we see today? From piney ridges and spruce-clad summits to moist hardwood forests, shrubby swamps and broad valleys, the story is in the hills. In addition to covering some basic geology and meteorology, we will decipher the common trees and shrubs of the region and how they tend to form distinct ecological communities based on their different physiographic attributes. We will also take a look into the lives of the animals -- mammals, birds, and perhaps even insects! -- that inhabit these rigorous environments in winter. Lastly we will consider the role of humans, both in adapting to and influencing these landscapes. Through field trips, readings, discussions, personal observations, and assignments, you will increase your awareness and appreciation of the natural heritage of the region that you have made your recent home. More than half of the class will be spent outdoors, sometimes venturing far-afield. Therefore, students should expect to be away from campus well beyond normal class hours -- including for an overnight night trip. Most excursions will be moderate in pace and difficulty, so you need not be an avid outdoors-person to take part; if you are able to hike/showshoe 5-6 miles in winter conditions, and bring a healthy dose of enthusiasm, you should be fine. No special equipment will be necessary.

**Requirements/Evaluation:** Final project or presentation. Several written assignments in addition to a final project and presentation on a topic of the student's choosing. Final project may take a variety of forms.

**Prerequisites:** None

**Enrollment Limit:** 8

**Enrollment Preferences:** Preference will be given to students with a demonstrated interest in the subject and those without potential scheduling conflicts. A statement of interest may be required.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Drew Jones is Manager of Hopkins Memorial Forest where he coordinates research, education, and maintenance activities. Previously he has worked as a wildlife biologist and environmental educator from the southern appalachians to the north woods.

**Materials/Lab Fee:** \$270

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ENVI 12 (W) Climate Intelligence 101: accelerating the fight against climate change by making it data-driven**

In recent years a novel approach to the fight against climate change has emerged, fueled by new dramatically more detailed, up-to-date data about the exact sources of greenhouse gas emissions. Sometimes known as "climate intelligence", this new field focuses on applying data-driven optimization to these newly detailed emissions data sets. Like business intelligence, the goal of climate intelligence is to use data to multiply the impact of new policies, business strategies, and technologies. To reduce more emissions, faster. This course will begin by introducing students to this rapidly emerging new world at the intersection of climate change, data science, economics, and business. But participants should not expect a relaxed, casual winter study. This high-octane course will move fast and remain laser-focused on not merely understanding climate change, but on actually helping fix it. The course will be team taught by an interdisciplinary group of Williams alums and will cover: \* A background on emerging new emissions datasets; \* How to use big data to rapidly prototype and iterate on testable scientific hypotheses on better ways to reduce emissions; \* A lab section in which students will use novel data to develop proposed new concrete, real-world laws, regulations, businesses, NGOs, or inventions; and \* How to develop business plans or regulatory proposals to actually make your ideas happen in the real world. It is anticipated, though certainly not required, that after completion of this course many students will literally found the company or help pass the policy in their proposal. Time: about 14 h/wk. (Estimated 3h lecture, 3h lab/practicum, 8h project work).

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None. But this course will involve manipulating a lot of data! Any of: multivar calculus, stats, econ, ability to code, and/or an entrepreneurial spirit helpful but not required. Please don't take this course if not at least already familiar with Excel.

**Enrollment Limit:** 30

**Enrollment Preferences:** If overenrolled, priority should be to students who have passed at least one computer science or econometrics course.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Gavin McCormick is founder of environmental tech nonprofit WattTime and cofounder of Climate TRACE, a coalition using AI and satellites to measure all Earth's GHG emissions. He's an Eph and has an MS in environmental econometrics from UC Berkeley.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Gavin McCormick

### **ENVI 25 (W) Tropical Marine Conservation**

Tropical marine ecosystems such as coral reefs and mangrove forests are biodiversity 'hotspots'; they are home to an astounding variety of marine organisms, provide critical support for the livelihoods and food sources of millions of people, but are also highly vulnerable to human impacts such as climate change and overfishing. This winter study travel course will offer a unique combination of classroom, laboratory, and hands-on experiences in the scientific study, management, and restoration of tropical marine ecosystems using the Bahamian island of Eleuthera as a case study. Eleuthera is rich in marine diversity but still in the process of implementing management policies and practices for its many fisheries. As such, it presents a unique opportunity for students to experience conservation-in-action. Students will gain an understanding of the structure, function, and major threats facing tropical marine ecosystems. They will develop practical skills in conducting field surveys of tropical marine species and in implementing management and restoration strategies on the Island. They will also engage with the local community to understand the social and economic impacts of marine conservation policy and to explore alternative sustainable development strategies for subsistence fisheries that rely on these marine ecosystems. Students are expected to participate in 2 days travel and 13 days of research on the Island. The daily schedule will include field research and independent study. Students are expected to devote time each day to researching and writing a final paper that integrates their field studies, interviews, and policy research. Students will also use this time to prepare and deliver an oral slide presentation on their research the last two days of the trip.

**Requirements/Evaluation:** oral presentation and 5-page research paper

**Prerequisites:** BIOL 203 or ENVI 101 or ENVI 102 or MAST 311 or permission of instructors

**Enrollment Limit:** 8

**Enrollment Preferences:** preference will be given to BIOL and ENVI majors and concentrators

**Grading:** pass/fail only

**Materials/Lab Fee:** none

**Attributes:** TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Sarah Gardner, Sonya K. Auer

**ENVI 31 (W) Senior Research and Thesis: Environmental Studies**

To be taken by students registered for Environmental Studies 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Brittany Meché

**ENVI 99 (W) Independent Study: Environmental Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Nicolas C. Howe

## **CENTER FOR ENVIRONMENTAL STUDIES**

### **MARITIME STUDIES**

**Chair: Associate Professor Nicolas Howe**

**Associate Director: Lecturer Sarah Gardner**

Professor: H. Art. Associate Professor: N. Howe. Assistant Professors: P. Kohler, L. Martin. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Visiting Assistant Professors: S. Auer, A. Merleaux. Lecturers: S. Gardner, J. Racela. Gaius Charles Bolin Fellow: Brittany Meché. Research Associates: R. Bolton, L. Venolia.

On leave fall/spring: N. Howe

Environmental Studies Advisory Committee: Professors: H. Art. Associate Professors: M. Cook, S. Jacobson, J. Manigault-Bryant. Assistant Professors: R. Bassar, P. Kohler, L. Martin. Lecturer: S. Gardner.

Maritime Studies Advisory Committee: Professors: H. Art, R. Cox, C. Ting. Associate Professor: L. Gilbert. Assistant Professor: J. Constantine. Associate Dean: J. Gerry.

Mystic Executive Director: T. Van Winkle.

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Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

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Anthony J. Carrasquillo, Assistant Professor of Chemistry

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Sarah Jacobson, Associate Professor of Economics

Amy Johns, Director of The Zilkha Center for Environmental initiatives

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Pia Kohler, Assistant Professor of Environmental Studies

Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies

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Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research Hopkins Forest

James Nolan, Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, , Lecturer, CES and Morley Sciences Laboratories

David P. Richardson, Professor of Chemistry

Merida Rúa, Associate Professor of Latina/O Studies and American Studies

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology

David L. Smith, Professor of English

John W. Thoman, Jr., Professor of Chemistry

Chad M. Topaz, Professor of Mathematics

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

## **ENVIRONMENTAL STUDIES**

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise.

The concentration in Maritime Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;

- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

## **ADVISING**

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

**Advisors for 2019-20:** Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

## **CONCENTRATION IN MARITIME STUDIES**

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

## **Required Courses (7 courses)**

### **Introductory Course**

MAST/ENVI/GEOS 104 Oceanography

Students who take MAST 211/GEOS 210 Oceanographic Processes at Williams-Mystic can substitute an extra elective in lieu of GEOS 104.

### **Capstone Course**

ENVI/MAST 412 Senior Seminar: Perspectives on Environmental Studies

### **Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):**

MAST/ENGL 231 Literature of the Sea

MAST 311/BIO 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes

MAST/ENVI 351/ PSCI 319 Marine Policy

MAST/HIST 352 America and the Sea, 1600-Present

### **Elective Courses**

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

[BIOL 414\(F\) SEM Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ECON 213 / ENVI 213\(F\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 215 / GBST 315\(S\) LEC Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522\(S\) LEC Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 477 / ENVI 376\(F\) SEM Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[GEOS 212 / BIOL 211 LEC Paleobiology](#)

Taught by: [Phoebe Cohen](#)

[Catalog details](#)

[GEOS 215 / ENVI 215\(S\) LEC Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 226 / MAST 226 / ENVI 252 TUT The Oceans and Climate](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 302 SEM Sedimentology](#)

Taught by: [Rónadh Cox](#)

[Catalog details](#)

[HIST 321 / ASIA 321 / LEAD 321 SEM History of U.S.-Japan Relations, 1853-Present](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 391 / ASIA 391 / GBST 391 SEM When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[MAST 268 / ENVI 268 SEM Debating Ocean Biodiversity at the Intersection of Science and Policy](#)

Taught by: [Catherine Robinson Hall](#)

[Catalog details](#)

[PSCI 229\(S\) LEC Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

## **INDEPENDENT STUDY AND WINTER STUDY**

In addition to courses fulfilling the Maritime Studies concentration requirements, the following courses are offered:

MAST 397, 398 Independent Study: Maritime Studies

MAST 493-W31-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

## **HONORS IN MARITIME STUDIES**

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

## **MAST 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

### **Secondary Cross-listing**

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

## **MAST 211 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

### **Primary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies

Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

Spring 2023

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

**MAST 226 (S) The Oceans and Climate (WS)**

**Cross-listings:** GEOS 226 ENVI 226 ENVI 252 MAST 226

**Secondary Cross-listing**

The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** evaluation will be based on the critical analysis of reading from the scientific literature through discussion, writing and revision

**Prerequisites:** at least one GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a strong interest in Geosciences and Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 226 (D3) ENVI 226 (D3) ENVI 252 (D3) MAST 226 (D3)

**Writing Skills Notes:** each student will write five 5-page position papers and five 1-page response papers; students will give and receive feedback through peer review and tutorial meeting discussions and will develop their writing and critical analysis skills through revision

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

**Not offered current academic year**

**MAST 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 231

**Primary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

### **MAST 263 (S) The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

#### **Primary Cross-listing**

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 263 (D2) ENVI 263 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **MAST 265 (F) Coral Reefs: Ecology, Threats, & Conservation**

**Cross-listings:** ENVI 265 BIOL 165 MAST 265

#### **Primary Cross-listing**

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

**Requirements/Evaluation:** Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. First-Year, 2. Sophomores

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Does not count for Biology major credit.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 265 (D3) BIOL 165 (D3) MAST 265 (D2)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **MAST 266 (S) Reading Water (WS)**

**Cross-listings:** ENVI 266 MAST 266

#### **Primary Cross-listing**

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific

importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Not offered current academic year

### **MAST 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy**

**Cross-listings:** ENVI 268 MAST 268

#### **Primary Cross-listing**

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 268 (D2) MAST 268 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives

Not offered current academic year

### **MAST 311 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

#### **Primary Cross-listing**

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

### **MAST 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

#### **Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research

Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate

in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **MAST 397 (F) Independent Study: Maritime Studies**

Maritime Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Fall 2022

IND Section: 01 TBA Nicolas C. Howe

### **MAST 398 (S) Independent Study: Maritime Studies**

Maritime Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Spring 2023

IND Section: 01 TBA Nicolas C. Howe

### **MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WS)**

**Cross-listings:** MAST 402 ENVI 412

**Secondary Cross-listing**

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

**Requirements/Evaluation:** active participation, discussion leading, several smaller assignments and multi-step capstone project

**Prerequisites:** declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

**Enrollment Limit:** 14

**Enrollment Preferences:** Environmental Studies majors and concentrators, Maritime Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required course for students wishing to complete the Maritime Studies concentration

**Distributions:** No divisional credit (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 402 No divisional credit ENVI 412 No divisional credit

**Writing Skills Notes:** This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

**Attributes:** ENVI Core Courses EVST Core Courses EVST Senior Seminar

Not offered current academic year

### **MAST 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Secondary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **MAST 493 (F) Senior Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

Fall 2022

HON Section: 01 TBA Nicolas C. Howe

**MAST 494 (S) Senior Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

Spring 2023

HON Section: 01 TBA Nicolas C. Howe

**Winter Study -----**

**MAST 31 (W) Sen Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Nicolas C. Howe

**MAST 99 (W) Independent Study: Maritime Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01

## EXPERIENTIAL EDUCATION

Coordinator: Paula Consolini

Experiential education, involving “learning by doing” outside the classroom, is a robust part of the Williams curriculum. In addition to the use of traditional laboratory work in the natural sciences and studio work in art, faculty have been challenging students to become engaged more personally in the Williams curriculum through field work, whether in the form of research, sustained work on special projects, or through placement with community organizations. Courses which include experiential learning provide students with opportunities to encounter firsthand the issues that they read and study about, requiring them to apply academic learning to nonacademic settings and challenging them to use their experiences in those settings to think more critically and deeply about what they are studying. Experiential courses, as defined above, range from fully integrated off-campus programs such as the Williams-Mystic Maritime Studies Program to courses involving a small field research exercise or project. The amount and nature of the experiential component(s) varies according to the instructor's judgment. [More information can be found on the Center for Learning in Action website.](#)

### EXPE Experiential Education Courses

#### AFR 212 (S) Jazz Theory and Improvisation I

**Cross-listings:** MUS 104 AFR 212

**Secondary Cross-listing**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

**Class Format:** alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

**Requirements/Evaluation:** weekly assignments, (e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

**Prerequisites:** MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective Music majors, then Jazz Ensemble members, then Music majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 104 (D1) AFR 212 (D1)

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

#### AFR 214 (F) Jazz Theory and Improvisation II

**Cross-listings:** MUS 204 AFR 214

**Secondary Cross-listing**

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with

more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

**Class Format:** two weekly seminar meetings, alternating between theory and performance sessions

**Requirements/Evaluation:** weekly compositional, analysis, transcription or performance exercises and final transcription project

**Prerequisites:** MUS 104b or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors and Jazz Ensemble members

**Expected Class Size:** 5-8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 204 (D1) AFR 214 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

### **AFR 24 (W) Touring Black Environmental Futures in the New South**

This course will address three critical questions: (1) What is Black religion?; (2) What are the distinctive aspects of southern expressions of Black Protestant religion, particularly in Florida?; and (3) How do Black religious communities see themselves in relation to broader environmental inequities? To address these questions, we will travel to Florida's west coast and visit different Black church communities living in toxic environments. This includes The Life Center, a "mega-church" in Eatonville that sits near Tangelo Park, a neighborhood exposed to contaminants from weapons manufacturing; and Bryant Chapel Christian Methodist Episcopal Church (CME), a small mainstream denominational church in Tallevast, site of a high profile case of groundwater contamination from beryllium engineering. Students will attend worship services at each church, and when possible, interview local residents about the role their faith plays in their weathering the challenges of environmental pollution. In addition to learning about Black religion along the west coast of Florida, students will visit and tour local historical sites significant to Black religious experiences, and meet with local academics, archivists, and leaders. Sites include: touring the Zora Neale Hurston National Museum of the Fine Arts in Eatonville; visiting the Public Archaeology Lab at New College of Florida with Professor Uzi Baram; and touring the Family Heritage Museum at the State College of Florida with Kathie F. Marsh. During the final two weeks of the course, students will be paired to conduct research in Tallevast in one of four areas--documentary film production, targeted investigations into local archives, structured interviews with residents, and soil, water, and air testing. Students will have access to an electronic reading packet that will ground them briefly, though comprehensively, on Florida's history of Black religious expressions.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** No previous experience is necessary. We especially invite students who are interested in experiential learning.

**Enrollment Limit:** 10

**Enrollment Preferences:** We will review application essays and hold interviews with the top 10 applicants. Preference will be given to majors and concentrators in Africana Studies, Religious Studies, and Environmental Studies.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$4,300

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA James A. Manigault-Bryant, Rhon S. Manigault-Bryant

### **AMST 11 (W) Remnants: The Social Life of Sewing**

Weaver Ann Hamilton calls fabric our "second skin." As a baby, you may have been wrapped in a blanket that was stitched by a loved one. More likely, that piece was mass-produced in a distant place, by strangers who labor in conditions you may never know. What does it mean to surround ourselves with objects about which we have no knowledge and to which we have no organic connection? Recently, more and more people are taking up this question -- as makers, historians, entrepreneurs, and activists. In this course, we will become makers as well as students of the crafts we are

practicing: quilting, knitting, crocheting, embroidery, cross-stitch, and sewing (by hand and by machine). Just as members of a quilting bee gathered around a frame to assemble fragments collectively, we will talk together as we sew. We will discuss slow fashion and farm-to-closet sustainability, reuse and upcycling, #blackmakersmatter and the intersection of social justice and ecological integrity. We will trade images by our favorite artist-activists, such as quilter Bisa Butler and textile artist Victoria Villasana. We will video conference with makers such as quilter Zak Foster, knitters Denise Bayron and Brandi Cheyenne Harper, recycled-denim artist Eliu Hernandez, and embroiderer Han Cao. We will invite local makers to join us in person. Above all, we will sew, stitch by stitch. Through mindful making, we will reconnect to the magic of objects and the power of community. Note: This class will be a safe space for students of all gender identities and expressions. Reading may include: This Long Thread: Women of Color on Craft, Community and Connection; Fibershed: Growing a Movement of Farmers, Fashion Activists and Makers; Worn: A People's History of Clothing; Threads of Life: A History of the World Through the Eye of A Needle; All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake; Vanishing Fleece; and Knitting for Radical Self Care.

**Requirements/Evaluation:** Final project or presentation. All members will take part in an end-of-term exhibit and slow-fashion show open to the community.

**Prerequisites:** No experience or equipment needed

**Enrollment Limit:** 12

**Enrollment Preferences:** Students will be selected based upon a one-paragraph expression of interest and statement of intention. Preference will be given to students who have little to no experience with needlecraft or making-by-hand. Craft instruction will be provided.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$140

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 Cancelled

### **AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

#### **Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **AMST 16 (W) Juneteenth/Three Days Before the Shooting...**

Readers waited more than forty years for the follow-up to Ralph Ellison's acclaimed novel, *Invisible Man* (1952). But when he died in 1994, his untitled second novel remained unfinished. However, in years since, material from the manuscript has been published twice: first as *Juneteenth*, edited by Ellison's literary executor, John F. Callahan, which condenses the 2,000 drafted pages of the manuscript into a 368-page novel; then as *Three Days Before the Shooting...*, which is a 1,000-page compilation that includes alternate drafts and deleted scenes. Although very different, both books center on a white-passing, race-baiting US Senator named Adam Sunraider and the man who raised him, a Black Baptist minister named Alonzo Hickman. In this class, we will go back and forth between both texts as we try to answer two questions: (1) What story was Ellison trying to tell? (2) Why was this story so hard to tell as a novel? These questions will urge us to think critically about race, culture and politics, but also literary form and the creative process. This class will meet six hours a week and will require students to complete a creative final project addressing the guiding questions of this class.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William Stahl, PhD, is a Research Associate in the Department of Anthropology and Sociology at Williams College.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

#### **Secondary Cross-listing**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE

OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

### **AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **AMST 406 (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

Secondary Cross-listing

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real

world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the *built environment*, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the *natural environment*, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the *social environment*, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies major elective.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 402 (D2) AMST 406 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Senior Seminar EXPE Experiential Education Courses MAST Senior Seminar

Fall 2022

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

### **ANSO 205 (S) Ways of Knowing**

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? How do qualitative and quantitative approaches to social inquiry differ? How are they similar? What is the importance of history to sociological and anthropological research? How do social researchers use archival and other documentary materials to interpret society? What is the relationship between empirical data and the generation of social theory? What are the ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? We will approach these problems both abstractly and concretely, through readings in epistemology as well as a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers. The course will also feature hands-on training in field methods, in which students design and undertake their own pilot field projects.

**Requirements/Evaluation:** full participation in the seminar, several short written assignments, and a final research essay/proposal

**Prerequisites:** ANTH 101 or SOC 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Ben Snyder

### **ANSO 402 (S) Senior Seminar**

This capstone seminar combines substantive discussion and individual research. Half of the course will be dedicated to discussion of topics of enduring significance to both anthropology and sociology, these topics being selected and readings curated by groups of students as well as the instructor. The other half of the course will be devoted to original individual student projects involving qualitative social science methods (such as participant-observation, archival study, discourse analysis, material culture analysis or ethnographic interviews, among other possibilities). At the end of the course, students will present their projects to the seminar.

**Requirements/Evaluation:** weekly short responses, participation, curation of a thematic unit, individual research project (resulting in 15 page paper or comparable scholarly product), class presentation

**Prerequisites:** only senior majors in Anthropology and Sociology, or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Joel Lee

### **ANTH 13 (W) The Feather'd Hook: An Introduction to Fly Tying and Streamside Entomology**

For over a thousand years anglers have imitated the insects upon which fish-most notably trout and salmon- feed by tying bits of feather, fur, and other materials to their hooks. Over time the practice has developed into a minor art, with its own tools, techniques, aesthetics, and competing theories of animal behavior. In this course students will learn the gentle art of fly-tying, concentrating on imitations of the various distinctive stages in the life cycles of the three main insect orders on which trout feed: Ephemeroptera, Neuroptera, and Diptera (mayflies, caddis flies, and midges). We will in particular focus on the imitation of species most likely to be encountered in New England trout streams. Course Requirements: Attendance at all classes is mandatory. As your principal project for the course you will prepare the presentation of a fly pattern (or series of patterns if you like) to be given before the class in the last week of classes. A presentation should consist of: a description of the historical context of the fly; of the insect and stage of development imitated by the fly (as appropriate); of the materials and techniques used to make the fly; of the preferred presentation of the fly; of the theory of attraction according to which the fly was designed; and a demonstration of how the fly is tied A number of books will be placed on reserve in Sawyer Library. You will also have available the Chapin Library's collection of classic piscatoriana. Choose a pattern early! Some of the more elaborate patterns - especially classic salmon flies - not only require a great deal of skill to tie, but also call for exotic materials that may be difficult to obtain. I'll try to help you as needed, but I will not be able to do much if you wait until the last minute.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** no prerequisites

**Enrollment Limit:** 12

**Enrollment Preferences:** no preference

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$88

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

## **ANTH 15 (W) Photographic and Personal Vision**

When you look at a photograph, what is it really saying? How can you make a photograph that says what you mean? This course will delve into the concepts of photographic seeing and visual literacy, while also exploring practical ways to apply these concepts to your own photography. In class we will review photobooks and discuss how a well-sequenced body of work can be greater than the sum of its parts. We will learn how to use professional image editing software like Adobe Lightroom during the course. Students will learn to defend their work during in-class critiques, and at the end of the course the class will produce an exhibition of their photography. The class will meet in Hopkins Hall 105 two times per week - Tuesdays from 10am-12pm and Thursdays from 1pm-5pm. Generally, we'll be talking about reading pictures on Tuesdays, and we'll be talking about making pictures on Thursdays. Outside of class, students will be expected to photograph in the local area. Students must either own or borrow a digital SLR. Williams Equipment Loan has plenty of suitable cameras available for your use, and Adobe Lightroom is available on Williams computers. We will not spend a lot of time building technical proficiency in this class but I will give you suggestions on how to improve your images, regardless of your equipment or level of training. If you are having an issue with your camera or digital workflow, don't hesitate to reach out for technical assistance during the course - I will be available for one-on-one Zoom meetings throughout the winter study.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** No experience or personally-owned camera equipment is required, but students are welcome to use their own cameras if they have them. Williams Equipment Loan has an excellent selection of cameras to borrow.

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, prospective students can email me

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Ben Brody is the Director of Photography for The GroundTruth Project and Report for America, and author of the critically acclaimed 2019 photobook Attention Servicemember. He lives in western Massachusetts.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TF 10:00 am - 1:00 pm W 1:00 pm - 6:00 pm Ben Brody

## **ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

### **Primary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

### **ARTH 15 (W) Architecture of Williams College**

The goal of this course is to research a newly discovered cache of historical architectural drawings of the Williams College campus. These drawings, part of the collection of the Chapin Library, will be the basis for an exhibition. Each student will select a plan or group of plans for study, write a 10-page research paper on it, and then condense that paper into an object label for the exhibition. There will be two 3-hour meetings per week which will include lectures on the history of the Williams College campus, instruction on how to catalogue architectural drawings, and brief student presentations on the course of their research. Collaboration and teamwork will be stressed. The textbook for the class is E. J. Johnson & Michael J Lewis, Williams College: the Campus Guide (Princeton Architectural Press, 2018).

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 13

**Enrollment Preferences:** Preference given to students who taken courses in the art department or with previously demonstrated experience in architecture.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Michael J. Lewis

### **ARTH 17 (W) Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film**

Joan of Arc (known during her own lifetime most commonly as Jeanne "la Pucelle," or Joan "the Maid") was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God's grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists -- and not just politicians and scholars -- have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

**Requirements/Evaluation:** 10-page project or comparable creative project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$10 and cost of books

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:50 pm Peter D. Low

### **ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials**

In this course students will learn to recognize the materials present in cultural heritage collections, understand the history of artist's methods and techniques, and hone their observation and examination skills when working with material culture. Students will form a basis in art conservation and condition assessment vocabulary and will exercise handling and examination skills for a variety of materials and artworks present during each session. Those who are planning careers involving work with cultural materials will explore cultural heritage through the lens of the art conservator and form a broader awareness of the ethics and procedures of conservation and preservation. An understanding of the vulnerabilities and condition issues of cultural materials and how to care for them will be developed as an impactful, practical resource for future careers in cultural heritage. A multi-disciplinary group of teachers from the staff at the Williamstown Art Conservation Center (WACC) will conduct lectures, practicums, discussions on conservation research literature and visits to nearby art institutions. Sessions are held at The WACC in the Lunder Center at Stone Hill on the Clark Art Institute campus. Students receive a syllabus with session outlines and required reading lists. Required readings are available via GLOW and on reserve at the Clark Library. Three exams will be given throughout the course and attendance is required at all sessions in lieu of a final exam (each weighted at 25% of the final grade).

**Class Format:** slide presentations, lectures, gallery talks, hands-on opportunities, technical examinations, and group discussions

**Requirements/Evaluation:** attendance is required at all sessions; the course grade is based on exams given throughout the semester; there is no final exam

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Graduate Program students, then students in art history or studio art

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 6:30 pm - 8:30 pm Emmelyn Butterfield-Rosen

### **ARTS 10 (W) Photography and the Senses: Intro to Digital Photography**

In the speed of a digital world, what can a slower, more tactile engagement with our materials and surroundings teach us about ourselves? This studio course is an introduction to the fundamentals of digital photography through a multi-sensorial, tactile, and experimental approach. Students learn the fundamentals of creating meaningful photographs, how to use dslr cameras, as well as editing and inkjet printing. Through a series of creative activities, we tap into all 5 senses (not just vision) in order to unlock embodied knowledge and new ways of seeing. Activities in and out of the classroom include, but are not limited to, engaging with audio recordings, creative writing games based on scent and touch, activities exploring texture and material in nature, collage, and where appropriate, somatic exercises. An emphasis will be placed on play and experimentation, hands-on learning, and class discussions of poetry, artwork, films, and other media. Students will work to create a series of photographs on a topic of their choice.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Art majors who have not taken a photo course at Williams, then art majors interested in the intersections of photography and other artistic disciplines, then anyone else.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$200-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 RF 10:00 am - 12:50 pm Genesis Baez

### **ARTS 12 (W) Textile Structures**

In this course we will investigate the transformative and sculptural potential of various fiber construction techniques including crochet, wrapping, netting, coiling, twining and interlacing. We will take a multi-disciplinary approach to the subject matter, addressing practical issues of making in addition to the history and cultural significance of the techniques and materials studied in class and their application to contemporary sculpture and installation. Through demonstrations, lectures, critiques, readings, and discussions, the course will focus on development of a personal language within the medium. Evaluation will be based on completion of material study assignments, written responses, and a final project. Attendance and participation will also be considered, with outside studio time expected.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors and art majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jenine Shereos is a recipient of the Massachusetts Cultural Council Fellowship in Crafts, and is currently a Visiting Lecturer in the Fibers Department at Massachusetts College of Art and Design in Boston.

**Materials/Lab Fee:** \$200-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 R 12:00 pm - 6:00 pm Jenine L. Shereos

### **ARTS 21 (W) The Tire [Un]Retired: A Repurposed Future for the Automobile Tire**

Invented in 1845, the automobile tire has evolved from a rubber product into one of nylon polymer, steel, and carbon black. These component parts make them difficult to recycle, resulting in fields of used tires emerging around the globe. As this problem continues to grow, how might we re-envision the recycling of this product into a repurposed future? In this course we will explore the global phenomenon of tire disposal, recycling, and reuse. Final projects will culminate in the design and assembly of a sculpture or structure composed of used automobile tires. By the end of week 1 student groups will be tasked with assembling lectures for the rest of the class. Topics will focus on areas of the class's investigation, ranging from 'Clarifying the components of the unit' to 'Spatializing the landscape of the industry'. Additional in-class workshops will call upon groups to assemble a pre-designed element; requiring tire dissection, stretching, folding, and attachment. At the beginning of week 2 new student groups will be tasked with designing and generating a composition of automobile tires for presentation and exhibition at the end of the course. Each group may choose between two tracks: 1. Reprovision of Function: Design and craft an architectural feature (i.e. playground equipment, furniture, or other element that supports or accommodates function). A detailed set of assembly instructions must be presented alongside the product. Expected to be primarily graphic in nature, the document will provide step-by-step installation processes and quantify the materials necessary for replication. 2. Installation as Statement: Design

and craft a freestanding structure that illuminates and informs upon the state of the automobile tire as a product, an industry, a problem, and/or an opportunity. A supporting textual narrative/statement that contextualizes the installation(s) as a commentary upon the past, present or future of the automobile tire will also be required.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors in art and environmental studies will be given priority.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ARTS 24 (W) Drawing as Meditation**

Drawing as Meditation is a course focused on drawing as a cross-disciplinary practice that activates our radical imaginations. Going beyond the technical, we will center drawing as a daily meditation - an embodied process that creates space and time for reflecting, connecting, and integrating ideas across disciplines, or disparate aspects of our lives and psyches. Using both traditional and nontraditional drawing tools, we will explore a series of activities that draw on Performance Studies, Art Education, Psychology, and Liberatory practices. Some examples include automatic drawing, diagramming, and mapping. Class time will be split between short drawing activities and discussion. Outside of class time, students will be expected to complete daily drawing journals, as well as short readings and writings, not exceeding 10 hours per week. No prior drawing experience required, only a willing desire to put pencil to paper, to experiment, and to be open to what unfolds. Class times: Wednesday 1:00 pm - 3:50, Thursday 10:00 am - 12:50 pm

**Requirements/Evaluation:** Final project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who have otherwise struggled to enroll in arts classes. Preference for Juniors and Seniors

**Expected Class Size:** 15

**Grading:** pass/fail only

**Materials/Lab Fee:** \$200. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

SEM Section: 01 W 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm Kerry C. Downey

### **ARTS 27 (W) Bad Drawing**

Manifesto: 1. Anyone can draw. 2. Perspective is subjective. 3. Failure is underrated. 4. Technique is overstated. 5. Subvert the overt. 6. See the unseen. 7. Construct a construct. 8. Learn some luck. 9. Draw a duck. Requirements: Class will meet 3 times a week for studio drawing and discussion: 9 hours. Outside weekly assignments: 8 - 10 hours. Readings and exercises will introduce drawing from different perspectives: the neuroscience of art, the mystical in abstraction, and the role of chance in the creative process.

**Requirements/Evaluation:** Evaluation based on attendance, completion of assignments, and engagement with the material.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to first-years, then second-years, then third-years, then fourth-years.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Ann Glazer lives in Texas and New York. Her work intertwines tradition, technology, and intuition to conjure the unknown. She has an MFA from the Art Institute of Chicago, a BA from Brown University, and occasionally teaches classes at Williams.

**Materials/Lab Fee:** \$200-\$300. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MTWR 10:00 am - 12:50 pm Ann Glazer

### **ARTS 28 (W) Improvisational Woodcut**

Woodblock printmaking-the practice of making inked impressions from the carved surfaces of wooden blocks-is an ancient medium that has proliferated through many different cultural contexts and formal iterations. In this intensive studio course students will be introduced to the fundamentals of woodcut, with an emphasis on direct hand carving, hand printing and experimental transformations of the printed multiple through collage. Students will learn how to carve their imagery into traditional shina woodblocks while also experimenting with reclaimed wood. By utilizing hand printing techniques students will have the opportunity to make prints that are of unconventional sizes and shapes. The resulting prints will be transformed and elaborated through experimentation with archival, non-toxic collage techniques, handmade papers and other found materials. This is an immersive course that meets three times per week for 2.5-hour sessions. Class meetings will include slide lectures, group discussions, technical demonstrations and studio work closely supervised by the instructor. Students will be expected to dedicate 4 to 6 additional hours per week to developing their projects. In addition to class sessions there will be open printshop hours during which students may work independently. Visits to the print collections of WCMA and the Chapin Library will introduce students to a broad sample of historical and contemporary woodblock prints. At the end of the session students will present their work in a group exhibition in the Spencer Studio Art Building. Lab fees are covered by the Book Grant for students receiving financial aid.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 8

**Enrollment Preferences:** A brief written statement answering the question: Why is it important for you to take this course at this moment in your time at Williams?

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Alyssa Pheobus Mumtaz holds an MFA from Columbia University and a BA from Yale. She exhibits her work internationally and has taught printmaking, drawing, painting and design at institutions including UVA, Columbia and American University.

**Materials/Lab Fee:** \$250-\$350. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTR 10:00 am - 12:50 pm Alyssa Pheobus Mumtaz

### **ASIA 99 (W) Independent Study: Asian Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Requirements/Evaluation:** A 10-page paper. Short paper and final project or presentation. Final project or presentation.

**Prerequisites:** NA

**Enrollment Limit:** 15

**Enrollment Preferences:** NA

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

IND Section: 01 TBA Anne Reinhardt

### **ASTR 12 (W) Space Pioneering - Dreams, Math, and Steel on the Existential Boundary**

Over the Earth's five and a half billion year history, only within the last century have its evolved conscious inhabitants acquired the tentative means to travel across the Solar System. At the same moment, in the estimate of Oxford scientist - philosopher Toby Ord *The Precipice*, the total probability of existential catastrophe, including the risk of cometary impacts, climate change, pandemics, and nuclear war over the next one hundred years is as large as 1 in 6. Spacefaring commerce, already honed to astronomical observation, global communication, navigation, and weather-climate monitoring, could serve as a primary defense against life extinction. This course will consider the prospects for a spacefaring civilization, with an elementary, but physics-driven exposition of astronautics, celestial mechanics, lunar resources, space manufacturing, global warming mitigation, and the human settlement of Mars and other space environments - including the eventual possibility of interstellar flight. Students will be invited to apply quantitative reasoning to their critical exploration of global trends in resource consumption and human opportunities toward an open future, as potentially enabled by space technology, commerce, and culture. Elementary mathematical exposition and applications will emphasize conceptual/analog thinking, relying upon "back-of-the-envelope" scaling methods and graphical interpretation. Course grades will be primarily based on class attendance and individual projects. Although brief quantitative papers will be encouraged, students may choose to make an artistic, philosophical, or socially discursive response with their project. Class lectures of 6 to 8 hours per week will constitute the core instructional material, along with small group tutorials and student presentations of up to 3 hours per week. Weekly outside-of-class work including reading, research, or other creative activity can be expected to take approximately 10 hours

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** Although previous enrollment in physics, mathematics, or other science courses will be helpful, any Williams College student should be eligible to benefit from this Winter Study offering.

**Enrollment Limit:** 30

**Enrollment Preferences:** Should enrollment be over-subscribed, preference will be given to members of the junior/senior class, and with a view to balancing a mix of both science/math majors and non-majors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Michael Allison worked for many years as a Space Scientist at the NASA/Goddard Institute for Space Studies in New York City, also serving on several planetary flight projects, including the Cassini/Huygens mission to Saturn and Juno at Jupiter.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:30 pm Michael Allison

### **BIOL 10 (W) The Queen's Gambit**

We live in an era of customization. Cars, shoes and even your shampoo can be customized to fit your specific needs. 3-D printing has now become a common tool for prototyping and production of complicated and precise forms that not only provide mechanical function but also joy. This course explores the language of design and creation by printing a chess set using 3-D printing and Fusion 360 software. Each student will use the Fusion 360 program to design a Pawn, Rook, Bishop, Knight, Queen and King forms in a style of their choosing. We will then work with the Machine shop in the Hopper Science Center to print and finish these pieces in the styling of your choice. Post-production work may include added weights, and painting. We will meet three times a week for 2-hour sessions in the Hopper Science Center. The course will include in-class printing demonstrations, and digital problem solving to produce successful prints. Most printing will take place outside of class and will be your responsibility to complete. Chess boards will be provided for research and development and playing chess and the end of class will be strongly encouraged! Evaluation will be placed on

the form and function of your finished chess board, as well as attendance and participation. A class-wide chess tournament will be hosted at the conclusion of the course. A 3-d printed trophy will be awarded. There is no prior experience in 3D design or playing chess required, but casually playing chess with peers is encouraged class time. Enrollment limited to 12 students. Cost to Student: \$45 to cover printing and post-production supplies.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** N.A.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Kim Faler is a visual artist working in a variety of mediums including digital programming and 3d printing. She received her MFA from the Cranbrook Academy of Art and has recently taught art at Mount Holyoke College and the University of Albany.

**Materials/Lab Fee:** \$60

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Kim Faler

### **BIOL 11 (W) Teaching 3rd Grade about Zebrafish--BioEYES**

BioEYES brings tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough, and North Adams Elementary schools, in a science teaching workshop. Elementary school students will breed fish at the school, then study their development and pigmentation during one week. Williams students will adapt BioEYES lesson plans to the science curriculum for the schools we visit, work with classroom teachers to introduce concepts in genetics and development, help the 3rd-grade students in the classroom, and assess elementary student learning. No zebrafish experience or science expertise is necessary. and all training is provided. During the first week, Williams students will learn to set up fish matings and review BioEYES lesson plans on embryonic development and the genetics of fish pigmentation. In small groups, students will practice teach the hands-on experiments using living animals. In the subsequent three weeks, students will present lessons at the schools and review assessment data. Time commitment: Week 1 - approx. 6 hours total for program training and lesson preparation with additional outside-of-class time needed to create teaching posters, dates, and times TBD Weeks 2 & 3 - approx. 4 hours per day, times TBD dependent on elementary school schedules during the regular school day between 8:30 am and 3:00 pm. Week 4 - TBD; 4 hours per day if running a school program; minimal hours if not running an elementary school program.

**Requirements/Evaluation:** final project or presentation; review of pre and post survey assessments

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** preference to seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jennifer Swoap, a former 3rd-grade teacher, currently coordinates Williams Elementary Outreach, where Williams students teach hands-on science in local elementary schools.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 M-F 10:00 am - 3:50 pm Jennifer C. Swoap, Renee Schiek

### **BIOL 13 (W) Introduction to Animal Tracking**

The course will meet twice a week for 5 hour sessions, primarily in the field. One field trip to a nearby state forest is scheduled for the fourth or fifth class meeting day. This day may extend to 4:00. Students are expected to have appropriate outdoor gear for winter. Students are required to create journals and site maps of their personal study areas, including all major features of the landscape, flora and fauna activity. Students will be expected to

visit their study spots every day for a minimum of 1 hour of tracking journaling and data collection. Evaluation will be based on attendance, participation, a final presentation of their study sites, maps and journals, a field test and a 3 page research paper

**Requirements/Evaluation:** short paper and final project or presentation; field test of animal tracking skills

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** 10-12

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dan Yacobellis has been working with school children, teens and adults since 1997. Dan Created Tamakoce wilderness Programs in 2006 and runs programs on topics including tracking, friction fire making and other naturalist and primitive skills.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 3:50 pm Dan Yacobellis

### **BIOL 211 (S) Paleobiology**

**Cross-listings:** GEOS 212 BIOL 211

**Secondary Cross-listing**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** One day field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** Weekly lab assignments, frequent short quizzes and writing assignments, and a final project with a written and oral presentation component.

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 24

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 212 (D3) BIOL 211 (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

**Not offered current academic year**

### **BIOL 22 (W) Introduction to Biological Research**

An experimental research project will be carried out under the supervision of the Biology Department. It is expected that the student will spend 20

hours per week in the lab at a minimum, and a 10-page written report is required. This experience is intended for, but not limited to, first-year students and sophomores, and requires the permission of the instructor.

**Class Format:** Independent study

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** None. Students may not register until they have a confirmed placement in a Williams Biology lab. The instructor will work with student to identify possible mentors, but it is the student's responsibility to talk to the mentor and get approval.

**Enrollment Limit:** 18

**Enrollment Preferences:** First years and sophomores

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 M-F 10:00 am - 3:50 pm Lois M. Banta

### **BIOL 220 (S) Field Botany and Plant Natural History**

**Cross-listings:** ENVI 220 BIOL 220

#### **Primary Cross-listing**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

**Class Format:** both field and indoor laboratories

**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Materials/Lab Fee:** There is a charge for the lab manual (\$20); the sketchbook (\$5) and hand lens (\$20) can be self-provided or purchased from the department

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 220 (D3) BIOL 220 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

### **BIOL 231 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

### Secondary Cross-listing

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

### BIOL 302 (F) Communities and Ecosystems (QFR)

**Cross-listings:** ENVI 312 BIOL 302

### Primary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

**Requirements/Evaluation:** lab reports, a midterm exam, a term project presentation, and a final project paper

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

**Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 312 (D3) BIOL 302 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

### **BIOL 31 (W) Senior Thesis: Biology**

Continuation of Senior Honors thesis research. Required of all thesis students.

**Requirements/Evaluation:** Ongoing writing of honors thesis.

**Prerequisites:** Honors thesis student

**Enrollment Limit:** 33

**Enrollment Preferences:** To be taken by students registered for Biology 493, 494.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

HON Section: 01 TBA Lois M. Banta

### **CHEM 12 (W) The Practice and Processes of Making Pottery**

This course will introduce students to creative methods of working with clay and glazes to create functional pottery, and to the materials and processes of ceramics. Classes will take place in a working Williamstown pottery studio with potter's wheels and space for hand-building and discussions. Studio lessons are designed to stimulate creativity and discovery. Instruction and projects will be tailored to each student's interests, experiences, and abilities. Students will be encouraged to consider how value and beauty can be found in that which is incomplete, impermanent, and/or imperfect. Genuineness and authenticity will be encouraged and valued. We will learn about the origins and properties of clay and glaze materials and about how combinations of materials and the high temperature processes result in mature clay bodies and glazes. We will study the major components of glazes and how the manipulation of these materials changes how glazes appear and function. Evaluation for this course will include a final project, and the critical review of the same. Assessment will take place during individual discussion with the instructor during the construction and finishing processes and in a structured, group critique where finished work will be evaluated by all members of the class through a group discussion led by the instructor. No previous experience is necessary. The only prerequisite for this course is an honest interest in learning about the making and chemistry of pottery. Studio time will likely be afternoons and early evenings, with an optional weekend session to accommodate schedules. Class time is about 12 hours weekly, and may include some outside of class reading and other assignments.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** None; no pottery making experience or science background are necessary; students are encouraged to submit a brief description of their interest in participating

**Enrollment Limit:** 10

**Enrollment Preferences:** Level of enthusiasm for learning the craft, materials, and processes of pottery

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tim Duncan has been making pottery for over 30 years. He teaches in a home studio that accommodates up to 10 students, and focuses on creating lessons that stimulate creativity and discovery.

**Materials/Lab Fee:** \$130

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 MWR 4:00 pm - 7:00 pm Timothy Duncan

### **CHEM 14 (W) Forensic Science**

Forensic science is the application of scientific principles to criminal and civil laws within a criminal justice system with the goal toward the establishment of guilt or innocence. This Winter Study course is designed to introduce some of the specialized fields of forensic science, to learn the principles of science and technology upon which they are based, and to apply them to a number of suspicious situations and criminal cases. During two 2-hour class sessions per week, we will examine physical, chemical, and biological items of evidence. The forensic analysis of substances such as glass, ink, bullets, fabric/fibers and drugs will be understood in the context of basic chemistry, analytical chemistry, and organic chemistry. The methods used for the analysis for alcohol and drugs and for the characterization of blood and other body fluids will be discussed in the context of the principles of biochemistry, toxicology, pharmacology, and serology. A variety of well-known historic cases stimulate the exploration of these scientific areas. These include: the John and Robert Kennedy assassinations, the Jeffrey MacDonald case (Fatal Vision), the Wayne Williams case, the deaths of celebrities Marilyn Monroe, John Belushi, and Janis Joplin, the authenticity of the Shroud of Turin, the Casey Anthony case, the Tylenol poisonings, and the identity of Anastasia. Two 3-hour laboratory sessions per week will involve an analysis of evidence and provide an appreciation for the work of a crime lab. Experiments provide an opportunity to learn forensic techniques such as chromatography (for ink and drug analysis), spectroscopy (for alcohol and drug analysis), comparison microscopy (for bullet identification) and a variety of other experimental procedures such as fingerprinting. Outside of class, background reading for the content and preparation for the experimental work is expected.

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** Organic chemistry, CHEM 251/255 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Sophomores first, then juniors and then seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Professor Kaplan taught biochemistry and forensic science for 48 years at Williams. He taught a forensic science workshop for 20 years under the sponsorship of the NSF. He is a member of the American and British Academies of Forensic Science.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 9:00 am - 11:00 am TR 1:00 pm - 4:00 pm Lawrence J. Kaplan

### **CHEM 16 (W) Glass and Glassblowing**

This course provides an introduction to both a theoretical consideration of the glassy state of matter and the practical manipulation of glass. We do flameworking with hand torches for at least 12 hours per week. While no previous experience is required, students with patience, good hand-eye coordination, and creative imagination will find the course most rewarding. The class is open to both artistically and scientifically oriented students. Note: if you are required to participate in a sustaining language program during Winter Study, this course meets at the same time. The first and last classes are required, so make your travel plans accordingly.

**Requirements/Evaluation:** class participation, exhibition of glass projects, a 10-page paper, and a presentation to the class

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference is given to juniors, sophomores, and those who express the most and earliest interest and enthusiasm by email to Professor Thoman

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jay Thoman is the J. Hodge Markgraf Professor of Chemistry, Emeritus. He has taught this course many times.

**Materials/Lab Fee:** \$75

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 M-F 10:00 am - 10:50 am John W. Thoman

### **CHEM 17 (W) Precision and Clarity! An Exploration of Scientific Writing**

Most scientific journals demand specific writing styles that include brevity, avoidance of duplication, proper grammar and clear, effective communication. Participants in this course will learn the elements of the scientific report (Title, Introduction, Materials and Methods, Results and Discussion) and understand that unique information is required for each section recognizing that information required for each section should not appear in the others. Participants will explore the "Question Driven Style". This style of reporting emphasizes brevity, logical flow of questions and answers and discourages unnecessary repetition and lack of clear and specific presentation. The application of this style to basic research in all scientific disciplines will be illustrated. A major focus of this course will be group discussions of manuscripts submitted for publication as well as some notable classics. ( For example: Hill AB. The Environment and Disease: Association or Causation. Proc Royal Society Med 1965;58:295-300) The course instructor (Cornell) has collected a series of manuscripts submitted for publication with a wide range of writing quality. The discussions will be conducted in the style of a journal club. The class will meet for 2 hour sessions 3 times per week. Tuesday class will include a didactic presentation ( 60 minutes) followed by group discussion. Reading assignments will be made for the Wednesday and Thursday meetings. These sessions will be conducted in the manner of a journal club. The format for week 1 will be: Review of the journal club format. Question Driven Style: Special Emphasis on the Introduction, Rationale for a Study and Formulation of Study Aims/Questions. Week 2 will focus on the Methods Section. Week 3 will cover reporting of Results and the Discussion. Week 4 will explore internal and external validity and sources of bias in scientific reporting.

**Requirements/Evaluation:** Short paper and final project or presentation. Participants will mediate a journal club discussion of an assigned manuscript. Participants will submit a written peer review of the assigned paper.

**Prerequisites:** The course will be open to all science majors, and not restricted to Chemistry majors.

**Enrollment Limit:** 12

**Enrollment Preferences:** Junior level students majoring in the natural sciences and psychology will be the target audience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dr. Cornell('76) is Professor of Orthopedic Surgery at Weill Cornell College of Medicine. He is Editor-In-Chief of the HSS Journal and Senior Associate Editor of the Journal of Bone and Joint Surgery and Clinical Orthopedics and Related Research

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Cancelled

### **CHEM 18 (W) Introduction to Research in Biochemistry**

An independent experimental project in biochemistry is carried out in collaboration with a member of the Department with expertise in biochemistry. Biochemistry is a branch of chemistry that deals with the molecular details of living systems including the interaction of biologically important molecules. In the Chemistry Department, studies are underway to investigate the structure/function relationship of proteins, the interaction between proteins and RNA and DNA, the molecular basis of bacterial gene regulation, the lipid composition of model membranes, and the molecular underpinnings of viral infection.

**Requirements/Evaluation:** a 10-page paper

**Prerequisites:** completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

**Enrollment Limit:** 4

**Enrollment Preferences:** expression of student interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

### **CHEM 19 (W) Steps to a Healthier You**

What is health and wellness? We all know how to be "healthy"...right? But why is it sometimes so hard to choose a salad over fries? We will explore these questions and more. This course is based on 2 assumptions: 1. We all have an inherent desire and innate ability to move towards healthier versions of ourselves. 2. This is a lifelong process that begins with understanding ourselves-our values, habits, likes/dislikes, upbringing, etc. In this class, we will work with practical tools for self-discovery and -reflection that will then inform how we set wellness goals to promote lasting healthy habits. We will use the 6 pillars of health from Lifestyle Medicine (nutrition, physical activity, sleep, stress management, relationships, decreasing substance use) as a guide with which to examine our current state of wellbeing to identify where we can begin to take specific and achievable steps towards health and wellness. Class time will be spent primarily on experiential learning through instructor-led exercises and discussions. Additionally, students will complete outside assignments aimed to develop self-awareness and integrate class material into their lives. We will use selected readings from a variety of books including Robert Lustig's *Metabolics*, Jon Kabat-Zinn's *Full Catastrophe Living*, Matthew Walker's *Why We Sleep*, Robert Sapolsky's *Why Zebras Don't Get Ulcers*, Bessel van der Kolk's *The Body Keeps the Score*, Stephen Covey's *The 7 Habits of Highly Effective People*, and James Clear's *Atomic Habits*. Evaluation will be based on class participation, completion of assignments, final 10-page paper or equivalent project/presentation that demonstrates a level of engagement with class material. We will meet 10AM-1PM on 1/4, 1/6, 1/9, 1/11, 1/18, 1/20, 1/23, 1/25. One (minimum) individual meeting with the instructor will be scheduled to address personal concerns and/or help focus the final paper/project. Contact instructor at tlhu210@gmail.com with any questions.

**Requirements/Evaluation:** 10-page paper or equivalent creative project/presentation

**Prerequisites:** Desire and interest in self-reflection, personal growth, and making healthier lifestyle changes.

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority will be given to Seniors. If overenrolled, a statement of interest (a little bit about yourself and your interest in the course) will be used for student selection.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tracy Hu, MD '13 will graduate in June 2023 from the John Muir Health Family Medicine Residency Program in Walnut Creek, CA. Afterwards, she plans to start a non-profit direct primary care clinic with a fellow residency colleague.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MWF 10:00 am - 12:50 pm Tracy L. Hu

### **CHEM 24 (W) Introduction to Research in Physical Chemistry**

An independent experimental or theoretical project in physical chemistry is carried out in collaboration with a member of the Department with expertise in physical chemistry. Current research projects in the Department include computer modeling of non-linear, chaotic chemical and biochemical systems, atmospheric chemical dynamics, molecular modeling of water clusters, molecular dynamics simulations, and laser spectroscopy of chlorofluorocarbon substitutes.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** completion of CHEM 151/3/5 and permission of the instructor and department; interested students must consult with the faculty instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** expression of student interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 MWF 10:00 am - 11:50 am Enrique Peacock-López

### **CHIN 25 (W) Taiwan Study Tour**

Interested in learning first-hand about Taiwanese culture and becoming acquainted with what has been called the "Taiwan (economic and political) miracle"? Want to improve your knowledge of Mandarin, the language with the largest number of native speakers in the world? Then join us on this 23-day study tour to Taiwan. We'll spend the first two weeks in Taipei, the capital city, where 3 hours of Mandarin language classes at levels from beginning to advanced will be scheduled each morning at the Language Center of National Chengchi University. After class we'll meet as a group for lunch and discussion. Visits to cultural and economic sites of interest and activities with students from several Taiwanese universities will be scheduled for some afternoons and Saturdays, with other afternoons as well as evenings and Sundays free for self-study and individual exploration. During the last week, we'll travel to central and southern Taiwan, staying at small hotels and youth hostels. Two orientation sessions will be conducted on campus in the fall to help participants prepare for their experience. Requirements: Satisfactory completion of the language course, a 10-page paper on a topic related to Taiwan, and active participation in all scheduled activities.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Open to all, first preference to CHIN and EALC majors, then those with Mandarin language proficiency at level of CHIN 101-102.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,800

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 Cancelled

### **CLAS 11 (W) The Fundamentals of Baking: Precision and Play**

Baking is often regarded as a rather precise art, demanding close attention to measurement, temperature, and time. Yet it also rewards experimentation, as evident in baked goods that combine cultural traditions, accommodate dietary needs, and surprise us with unexpected but delightful combinations of flavors and textures. In this course, you will receive a hands-on introduction to baking and recipe development. We will learn to make a set of basic baked goods (bread, cake, pastry), paying attention to both established recipes and the principles that inform them. We will then explore and prepare variations, reading reflections by a diverse group of bakers and trying out their techniques (examples of readings include excerpts from Peter Reinhart, *The Bread Bakers Apprentice*, and Joanne Chang, *Pastry Love*). As a final project, each student will be asked to develop and present a baked product of their own, accompanied by a set of polished "recipe notes" modeled on the cookbooks and blogs we have read together.

**Requirements/Evaluation:** final project or presentation, class participation, brief readings and written reflections

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** brief application

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TW 10:00 am - 12:50 pm Caleb Wolfson-Seeley

### **CLAS 25 (W) Presence in Place: The Greek Dramatic Imagination**

Classical Greek tragedy was a genre physically bounded by the space of the theater of Dionysus in Athens, yet famously capacious in its

representation of other cities, shrines, and peoples. To experience a play like *Ion* or the *Eumenides*, in the theatrical audience or as a reader, is to be imaginatively transported to another place. Whether the play takes its audience to the Areopagus in Athens, the sacred shrines at Delphi, or even further away to Thebes or Corinth or the plain outside the fallen walls of Troy, it enables them (and us) to inhabit in our imagination spaces already laden with literary, religious, political and also personal, experiential significance. Greek tragedy invites us to consider the benefits and costs of travel undertaken as pilgrimage, tourism, and adventure, but also as the consequence of war, profiteering, or natural disaster. In turn, this course asks students to consider how "taking in the sights" of ancient and modern Greece can expand our understanding of Greek literature, art, and culture. The transformative potential of travel for good and ill, whether undertaken willingly or by force, is a central consideration. The course will include foundational reading in Greek tragedy and the scholarly literature that surrounds it, focusing on how the fifth-century Athenian stage functioned as a site for negotiating the role of place in constituting collective and individual identity. The tragic corpus will give us a common set of primary sources to consider as we prepare to explore relevant sites. The core work of the course will occur in Greece, as we visit sites such as the Athenian Acropolis, the theater and sanctuary at Epidaurus, and the Temple of Aphaia on the island of Aegina, and reflect upon their history, representation, and significance. Each student will be responsible for offering a polished "site report," researched on-campus and delivered in Greece.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** Statement of interest outlining any relevant background or experience (coursework, fieldwork, language study), brief interviews with instructors.

**Enrollment Limit:** 12

**Enrollment Preferences:** Enrollment preference will be given to Classics majors and intending Classics majors, and to those with demonstrated interest in the ancient world who have not previously travelled abroad.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$40 in required books/supplies

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Sarah E. Olsen, Amanda R. Wilcox

### **COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

#### **Secondary Cross-listing**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

**Not offered current academic year**

### **CSCI 10 (W) Unix and Software Tools**

This course serves as a guided introduction to the Unix operating system and a variety of software tools. Students in this course will work on Unix workstations, available in the Department's laboratory. By the end of the course, students will be familiar with Unix and will be able to use Git as a collaborative tool. As a final project, students will work together in teams to explore an API of their choice. The exact topics to be covered may vary depending upon the needs and desires of the students. The course is designed for individuals who understand basic program development techniques as discussed in an introductory programming course (Computer Science 134 or equivalent), but who wish to become familiar with a broader variety of computer systems and programming languages. This course is not intended for students who have completed a course at the 200 level or above.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** CSCI 134 or equivalent programming experience

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to students who have not yet completed a CSCI course at the 200 level or above

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Lida graduated from Williams in 2002 as a double major in CS and Psych. She returned in 2014 and spent 4 years working in Alumni Relations before joining the staff of the CS Dept in 2019 where she provides instruction support for the intro classes.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWRF 10:00 am - 11:50 am Lida P. Doret

### **CSCI 13 (W) Designing for People**

Many innovative products and entrepreneurial endeavors fail because they are not sensitive to the attitudes and behaviors of the people who interact with them. The fields of Human Factors and Design Thinking combine aspects of psychology with software development, behavioral economics, architecture, and other fields, to create products and processes that provide an easy, enjoyable, efficient and safe user experience. The course will provide students with a theoretical framework for analyzing usability, as well as practical experience with iterative design techniques, prototyping, and user testing and feedback. Students will demonstrate their understanding of Human Factors theory through short presentations and participation in class discussion. Students will work in small groups to identify a usability problem and design a solution which they will evaluate by heuristic analysis and a usability test with 8-10 human test subjects.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** instructor seeks a diverse group of students with interests in design, psychology, human-computer interaction, and other fields

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Rich Cohen '82 has designed communications, social networking and education applications used by over 100 million people and has conducted usability research on five continents.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Rich Cohen

### **CSCI 16 (W) Introduction to the Computer Science Research Process**

This course introduces students to the research process in Computer Science. Students will learn how to find and critically read research papers, formulate and describe a research problem, propose a solution to that problem, and design an evaluation plan for assessing the effectiveness of the proposed solution. Students will learn about the general research framework through readings, videos, in-class activities, and class discussions.

Throughout the course, students will apply those general research methods to a research question in an area of their choice (e.g., machine learning, algorithms, parallel architecture, etc.), working in groups of up to three students. Each group will create a written research project proposal that includes a description of the research context and the specific problem to be solved with appropriate related work citations, a description of the proposed solution or approach, and a plan for evaluating the proposed solution. Assessment will be based on a written project proposal and an in-class oral presentation of that proposal.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** Students should have successfully completed Computer Science 134 or some similar computing experience.

**Enrollment Limit:** 15

**Enrollment Preferences:** We will select a set of students who have different amounts of computer science experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Kelly A. Shaw

### **CSCI 23 (W) Research and Development in Computing**

An independent project is completed in collaboration with a member of the Computer Science Department. The projects undertaken will either involve the exploration of a research topic related to the faculty member's work or the implementation of a software system that will extend the students design and implementation skills. It is expected that the student will spend 20 hours per week working on the project. At the completion of the project, each student will submit a 10-page written report or the software developed together with appropriate documentation of its behavior and design. In addition, students will be expected to give a short presentation or demonstration of their work. Prior to the beginning of the Winter Study registration period, any student interested in enrolling must have arranged with a faculty member in the department to serve as their supervisor for the course.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** project must be pre-approved by the faculty supervisor

**Enrollment Limit:** 30

**Enrollment Preferences:** preference given to sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 TBA Stephen N. Freund

### **CSCI 28 (W)(W) Product Management and Solution Design**

**Cross-listings:** ECON 28 CSCI 28

**Secondary Cross-listing**

In this course, students will work in small teams to design a software product that solves a problem of their choosing. To support this endeavor, we will examine, critique, and apply methodologies intended to solve these problems, including those developed by Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Students will learn to act as effective product managers, achieving alignment between business, technology, and UI/UX design. Such alignment is crucial given that technology projects often fail not because of the quality of technical engineering but due to misalignment in these three areas. Google Glass failed to account for its price tag, fashion, and the privacy panic. The initial Obamacare website failed to address management issues and predict the volume of website visitors. Flexcube failed to update and incorporate users into the design of their product, resulting in a \$500 M UX mistake for Citi bank. These organizations did not identify the right problem, or did not build the right solution. The underlying conflict is IT teams like to be told what to build, but users often do not know what they want or how to express it. We will learn how product managers and their interdisciplinary teams can bridge that gap.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students are asked to submit a brief letter describing why they are interested in the course and what they hope to get out of it. To be considered, please email your submission to [vincent.mcnelis@dataart.com](mailto:vincent.mcnelis@dataart.com) by 11.13.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Allan joined DataArt in 2014 through the acquisition of AW Systems, where he was a founding partner, and instrumental in developing the Solution Design Framework Methodology, a process designed to guide large-scale/complex technology projects to success. Allan now heads DataArt's Solution Design consulting group as well as their product management competency.

**Materials/Lab Fee:** \$6

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 28 CSCI 28

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

### **ECON 12 (W) Sports Economics**

This course explores topics in sports economics, a field that covers both how economics can help explain puzzling aspects of sports and how sports can inform our understanding of economics. In small groups, students will identify an empirical question, review the existing literature, gather appropriate data, and use econometric tools to answer the question of interest. I am flexible on the topic and encourage you to pursue an idea that you are interested in! Students need to have taken Econometrics (Econ 255 or a suitable replacement) and the statistical software package STATA will be used for the analysis. The resulting research project, including both a paper and a class presentation, is due at the end of Winter Study.

**Requirements/Evaluation:** A 10-page paper; Short paper and final project or presentation; Final project or presentation

**Prerequisites:** Econ 255

**Enrollment Limit:** 12

**Enrollment Preferences:** Those that have taken Econ 255

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ECON 13 (W) Introduction to Impact Investing**

The Introduction to Impact Investing course provides students with an overview of the entire spectrum of investing approaches used by impact investors. This is done through a combination of cases and lectures by the professor, and guest presentations by leading impact investors and thought leaders. The course will touch on several key elements of each area of impact investing including: ESG, Private Equity, Venture Capital, Mission and Program Related and Impact First. In each area the class will discuss in detail: market participants, sectors, investment selection and structuring; financial and social impact return. The class will culminate in the students preparing an investment landscape/opportunity study for an impact investor. This course is designed for students interested or planning to pursue a career in traditional investment management who want to understand this new field, and for students looking to enter the field of impact investing or social enterprise.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Daniel is currently a Managing Director at Habitat for Humanity International (HFHI). In this role he manages HFHI's domestic impact investing efforts which include \$250MM+ in private debt investments in Habitat affiliate projects across the country.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Zorin Daniel Gura

### **ECON 14 (W) Sports Team Ownership and Use of Data Analytics**

Students will learn about the ownership and operation of a sports team and, most importantly, the complex decisions and data analytics employed to make business decisions. Specifically, this course will explore the following areas: - The Fundamentals of the Business of Professional Minor League Sports Franchises - The Application of Data Analytics and Business Intelligence in Sports Management - Understanding the Customer (the Fan) - The Social and Economic Impact of a Minor League Sports Franchise The course will encompass elements of economics, math, data analytics, marketing and communications. It also is likely to address leadership, organizational design, ethics, strategic planning, diversity and culture. With regard to the pedagogical approach, the course will involve (i) reading of a sports management and/or sports analytics text book, case studies and sports business journals, (ii) listening to podcasts, (iii) engaging with guest speakers, (iv) participating in class discussions and debate with the instructor regarding his own real-world experience as a minor league sports team owner, (v) some engagement of the Socratic method as case studies are discussed and debated, and (vi) writing of a short paper and a two-person presentation of a "real world" project. Text Book: Sport Business Analytics, Keith Harrison & Scott Buckstein Case Studies: Oakland Athletics: Reinventing the Fan Experience and Business Model by Dave Rochlin (UC Berkeley) The Kitchener Rangers Hockey Club: Skating into the Future by Karin Schnarr, Mathew Krizmanich, Chelsea Lee (Ivey Publishing) The Springfield Nor'easters: Maximizing Revenues in the Minor Leagues by Frank V. Cespedes, Laura Winig, Christopher H. Lovelock (Harvard Business School) Podcasts: SBJ Unpacks Other Sources: Sports Business Journal Issues

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 26

**Enrollment Preferences:** upper classes, but would love a balance of genders

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Todd W. Halloran (P'21 & '24) is a Senior Advisory Partner at private equity firm Freeman Spogli & Co., and Exec Chairman & principal owner of minor league hockey franchise South Carolina Stingrays & minority owner of AA baseball team NH FisherCats.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 WR 1:00 pm - 2:50 pm Todd W. Halloran

### **ECON 15 (W) Introduction to Management Consulting**

This course provides a broad overview of the management consulting industry from the perspective of an experienced practitioner. The objectives of the class are to provide a real world view as to what consultants do and to help prepare students who are considering joining a management consulting firm post-Williams. The class will begin with a broad discussion of the differences in the types of business consulting and how management consulting firms are utilized by corporations and private equity firms. The next section will introduce the complexities in developing successful business strategies and review common frameworks for structuring strategic analysis. Students will then be provided instruction on (and practice with) the tools utilized by strategy consultants to analyze markets, evaluate competitive environments, synthesize customer information, and perform financial analysis in order to develop growth strategies. Additionally, one class session will be devoted to tips for getting a job in management consulting including how to ace case interviews. The final small group project will entail the development and delivery of a consulting presentation for a business with a strategic need.

**Requirements/Evaluation:** Short paper and final project or presentation; Homework and class participation

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** If the class is over enrolled, I will have students respond to a few questions via e-mail and I'll select the matriculants based

on responses.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Peter McKelvey '86 was with L.E.K. Consulting for 29 years including leading the Boston office and Private Equity practice and serving 6 years as President of the Americas Region. He holds a BA from Williams and an MBA from Wharton.

**Materials/Lab Fee:** \$60

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 12:50 pm Peter McKelvey

### **ECON 17 (W) Who Decides Your Pay?**

Most of us must work to earn a living. As a result, we are keenly aware of our pay. But who decides that pay, and how? Many analyses of the labor market have assumed it is perfectly competitive, with firms compelled to pay a prevailing market wage or salary. Recent evidence has demonstrated this assumption is not just wrong, but badly so. Firms have considerable power to set the wages of their employees. This course studies the forces that give firms wage-setting power and the effects of such power on labor market outcomes. It will also address the question of what workers can do to limit employer power. Eric Posner's *How Antitrust Failed Workers* and Alan Manning's *Monopsony in Motion* will be the primary books. Additional readings will include policy documents from the US Department of Justice, the US Treasury, and think tanks, plus John Kenneth Galbraith on countervailing power. Class meetings (6hr/week) will focus primarily on discussion, but some will be dedicated to statistical exploration of real labor market data. Out-of-class activities will include reading, simple data analysis, and an interview. The course will conclude with groups presenting case studies of employer wage-setting power or employee efforts to reduce that power (e.g. unionization drives).

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 1:00 pm - 3:50 pm Matthew Gibson

### **ECON 18 (W) Start-Up Operations: What they don't teach you in school!**

Many entrepreneurs begin their respective journeys with very little prior experience or industry knowledge -- they just go for it! In this course, we'll take a dive into what it takes to found and run a small food and beverage business. We'll start at ground zero and work our way through the components of operating a small business. From production runs to logistical challenges, we will cover it all. This course explores all aspects of running a business outside of that traditionally taught in textbooks. Balance sheets and income statements are very important, but so are supplier negotiations, process flows, and the inevitable need to solve daily logistical challenges. After this course, the only thing left to do is give entrepreneurship a try for yourself. Find something you're passionate about, roll your sleeves up and see what happens -- I'm sure you'll be glad you did. This course will feature frequent guest lectures by entrepreneurs who will share their experiences on topics covered each week. Students will be able to interact, learn and take away a wealth of knowledge from industry experts.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** General interest in entrepreneurship

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Passionate food and beverage professional with a focus on small start-up operations. Operated multiple businesses from infancy to \$10mm in revenue.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TR 4:00 pm - 7:00 pm Alex Englert

### **ECON 20 (W) Financial Accounting: Concepts, Methods, and Uses**

This course will provide an introduction to the concepts, principles and practices used in preparing financial statements for businesses--the balance sheet, income statement, statement of cash flows, and statement of owners' equity. Building on this foundation, the course will move on to how these financial statements are used by managers to make decisions about capital expenditures and other key aspects of running a business. Additionally, the course will examine how analysts evaluate financial statements to assess the health of a firm, and to decide on whether to invest in a company or divest existing holdings. Emphasis will be on the practical skills needed to understand the relationship among accounting, finance, and economics. Spreadsheets will be used to perform "what-if" and other analysis based on the underlying financial statements listed above. This course also will link the theories of the firm presented in economics courses, with the real-world aspects of managing a business as an insider; as well as evaluating a business from the outside as an analyst. There will be a textbook, as well as case studies, and current events related to accounting as presented in periodicals such as the Wall Street Journal and information sources like CNBC. Given the nature and depth of the material, you should plan on committing about 20-24 hours per week to the course, including 8 hours a week of classroom time--likely two hours mid-morning, Monday through Thursday. Evaluation will be based on: Accounting Problems from the textbook and using spreadsheets Case Studies (2 or 3) Final Exam to unify the concepts

**Requirements/Evaluation:** Problems, Case Studies, and a Final Exam

**Prerequisites:** Econ 110

**Enrollment Limit:** 30

**Enrollment Preferences:** If the course is over-enrolled, preference will be based on time at Williams with preference for those with more advanced standing

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTWR 10:00 am - 11:50 am Neal J. Rappaport

### **ECON 22 (W) Volunteer Income Tax Assistant**

This experiential course provides students with the opportunity to explore public policy through training and work as volunteer income tax preparers for low-income working people in North Adams, Massachusetts. By the end of the term, students will be IRS-certified volunteer income tax preparers. Students have the option of writing a 10-page analytic essay or serving as volunteer tax preparers for local clients of the Berkshire Community Action Council. Classes will center around lab sessions where students will progress through the self-paced IRS "Link and Learn" online tax preparer training program that leads to certification. We will also hold a number of lecture/discussion sessions. These will offer a brief overview of the U.S. income tax and its history, as well its relationship to U.S. social policy (especially policy towards lower-income households). This year's course is co-taught by a behavioral economist, and thus some class time will also be devoted to discussing the psychological aspects of filing taxes, both when filing for yourself and when serving as a volunteer assistant for low-income clients. In summary, class time will be a mix of (1) working through the self-paced online training program, and (2) discussing relevant policy and program context. Note: This course satisfies the Political Economy Major Experiential Learning requirement.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TWR 1:00 pm - 2:50 pm Matthew Chao

### **ECON 24 (W) The Economics, Geography and Appreciation of Wine**

This course provides an introduction to the economics, geography and appreciation of wine. We will be studying the economics and geography of wine production, and will also learn to identify, understand and appreciate the major wine types of the world. The course will involve lectures, outside readings, discussions, and in-class wine tastings. We will focus primarily on the Old World wine styles and regions of France, Italy, Germany, Austria, Spain and Portugal, but will also cover some New World wine regions including California, Oregon, Chile, Argentina, South Africa, New Zealand and Australia among others.

**Requirements/Evaluation:** final project or presentation and a blind tasting exam

**Prerequisites:** none, but students must be 21 years old on or before the first day of class

**Enrollment Limit:** 10

**Enrollment Preferences:** Mix of academic record and diversity of backgrounds and interests. Students are invited to email the instructor with a brief description of background and interests, but are not required to do so.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$300

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 7:00 pm - 10:00 pm Peter L. Pedroni

### **ECON 26 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis**

**Cross-listings:** ECON 52 ECON 26

**Secondary Cross-listing**

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis

**Requirements/Evaluation:** two 10-page papers and final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 52 ECON 26 (D2)

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Michael Samson

### **ECON 28 (W)(W) Product Management and Solution Design**

In this course, students will work in small teams to design a software product that solves a problem of their choosing. To support this endeavor, we will examine, critique, and apply methodologies intended to solve these problems, including those developed by Marty Cagan, Steve Blank, Don Norman, Steve Krug and Eric Ries. Students will learn to act as effective product managers, achieving alignment between business, technology, and UI/UX design. Such alignment is crucial given that technology projects often fail not because of the quality of technical engineering but due to misalignment in these three areas. Google Glass failed to account for its price tag, fashion, and the privacy panic. The initial Obamacare website failed to address management issues and predict the volume of website visitors. Flexcube failed to update and incorporate users into the design of their product, resulting in a \$500 M UX mistake for Citi bank. These organizations did not identify the right problem, or did not build the right solution. The underlying conflict is IT teams like to be told what to build, but users often do not know what they want or how to express it. We will learn how product managers and their interdisciplinary teams can bridge that gap.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Students are asked to submit a brief letter describing why they are interested in the course and what they hope to get out of it. To be considered, please email your submission to [vincent.mcnelis@dataart.com](mailto:vincent.mcnelis@dataart.com) by 11.13.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Allan joined DataArt in 2014 through the acquisition of AW Systems, where he was a founding partner, and instrumental in developing the Solution Design Framework Methodology, a process designed to guide large-scale/complex technology projects to success. Allan now heads DataArt's Solution Design consulting group as well as their product management competency.

**Materials/Lab Fee:** \$6

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 MWF 1:00 pm - 2:50 pm Allan Wellenstein

### **ECON 52 (W) Micro-Simulation Modeling for Ex Ante Policy Analysis**

**Cross-listings:** ECON 52 ECON 26

**Primary Cross-listing**

Micro-simulation modeling provides one of the most powerful tools for ex ante evidence-based analysis of economic and social policy interventions. Rooted in representative household surveys of a country's population, the models provide a picture of poverty, employment, consumption and income levels throughout the country. A micro-simulation model enables researchers to investigate the impact of existing economic and social policy interventions (such as tax and public benefit interventions) on income levels, poverty, inequality and other outcomes. In addition, researchers are able to simulate the impact and estimate the cost of new policy interventions. During this course, students will learn to apply these methods to analyze public policies and interpret the findings. The course examines measurement issues, analytical tools and their application to household survey data for a range of developing countries. The course also links the outcomes of the analysis with the challenges of policy implementation, exploring how the political environment and/or institutional setting may result in the implementation of second-best options. This is a hands-on modeling course, and students will build a micro-simulation model for a country of their choice and use this model in completing the course requirements. The course will employ Excel, Stata and advanced micro-simulation packages. The final requirement for the course is a policy paper that provides students with an opportunity to write accessible prose that communicates the methodology adopted and the key lessons of the analysis

**Requirements/Evaluation:** two 10-page papers and final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 52 ECON 26 (D2)

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TBA Michael Samson

### **ECON 54 (W) Macroeconomic Policy Analysis: A Practitioner's Perspective**

This is an introduction to the analysis of macroeconomic policy issues, especially monetary, fiscal and exchange rate policy. We will focus on the data, metrics and techniques that financial markets analysts/economists use in assessing the macro conditions of countries. The goals are threefold: (1) to become familiar with some of the analytical tools used in macroeconomics, (2) to be able to understand and critique empirical macro research, and (3) to practice the writing and presentation skills used in policy analysis. The emphasis will be on practical issues, such as working with macro data, rather than on formal econometric methods.

**Requirements/Evaluation:** Several short policy analysis briefs

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment is restricted to the CDE students

**Expected Class Size:** N/A

**Grading:** no pass/fail option, no fifth course option

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

SEM Section: 01 MWR 10:00 am - 11:50 am Don Hanna

### **ENGL 10 (W) "Be"ing whole; finding homeostasis through practicing yoga, mindfulness, meditation**

We all hear all of the time to "just relax," "just breath," "just let it go," but for many students at Williams the calm and stillness of slowing down, not running around and checking things off a long to-do list, not competing in athletics, performing in dance groups, acapella groups, or organizing multiple different extracurricular events and activities, is too anxiety provoking. At some point, we all hit a wall or our batteries just die out and there is no moving forward until we can recharge and learn how to balance the calm/stillness, relaxation, and letting go feeling with this fast-paced movement forward. You hike a mountain to see the view at the top, enjoy it, take in the scenery and the endorphins from hiking. You don't hike a mountain to not look at the view at the top, turn around, and climb another mountain (well we will explore why we shouldn't during our own hike(s)). In this class we will dive into powerful yoga practices, meditations, and other mindfulness practices such as mandala making, viewing art at a museum, taking mindful walks/hikes in nature as well as learn just why these practices allow us to relax, breath, let go AND balance our nervous system. We will join with other Winter Study Classes to practice meditation, observe art, and do other reflective practices. The class will emphasize teaching and learning the science behind our nervous system, the neurotransmitters and hormones that comprise the HPA axis, as well as learning REAL strategies to apply while at Williams and beyond. It's a great class for anyone interested in the science behind wellness practices, a holistic approach to medicine and wellbeing, as well as learning more about one self and how to maintain a healthy balance between the parasympathetic/sympathetic nervous systems, the yin/yang, the fast pace/sedentary in order to "be" whole and flourish now and beyond.

**Class Format:** Meet: Tue/Th - 10-12:45pm; Option to teach practices at local elementary school Tue. 3-4:30pm

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** Interest in trying new things, engage in different activities that might seem "weird." No yoga experience is necessary, but students

should have an interest in the practice as well as an interest in winter play/hikes, and field trip to local museum.

**Enrollment Limit:** 15

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Amy Sosne, class of '05, works at the CLiA as the North Adams Program Coordinator. She has an MD and M.Ed, multiple yoga certifications, and experience in working in wellness with individuals of all ages and from a variety of different backgrounds.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Amy Sosne

### **ENGL 11 (W) "Beats, Rhymes and Life": The Poetics of Rap**

On January 27th, 2000, the American poet Mark Strand, Pulitzer Prize winner, Chancellor of the Academy of American Poets, and former Poet Laureate of the United States, delivered a lecture at the University of California, Irvine in which he claimed that "there's no connection between rap and poetry." Twenty years later, poets, critics, and scholars are largely in agreement that the connection between rap and poetry is both a substantial and vital one. In the first week of the course ("Beats"), we'll do our best to situate rap within the long histories of rhythm and verse forms in English language poetry by considering what nursery rhymes like "Star Light, Star Bright" and "Itsy Bitsy Spider" have to do with Jay-Z and Lil Baby and what forms like the ballad and epistle have to do with Tupac and Kendrick Lamar. In week two ("Rhymes"), we'll explore the most glorified, vilified, and generally misunderstood feature of English poetry--where it came from, how it developed, and why it became the single most essential feature of rap poetics. We'll listen closely to the evolution of rap rhyming practice from the 1970s through the present, and we'll try to figure out whether "Wisconsin" rhymes with "mansion" and "air" rhymes with "yeah." For week three ("Life"), we'll think through one of the more complicated relationships at the heart of rap: the relationship between rap artists and the personae of their speakers. As the course draws to close, we'll ask ourselves what MF DOOM and Eminem's alter-egos might teach us about the nature of poetry and authorship, and we'll try to square this with the unusual legal cases of Tekashi 6ix9ine, Young Thug, and others, in which rap lyrics have been used as criminal evidence against their authors. Assignments will include: weekly reading/listening, contributions to a course playlist on Spotify, and either a final paper or creative project accompanied by a shorter paper.

**Requirements/Evaluation:** a 10-page paper; short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** a brief statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tyler Goldman received his doctorate from the University of Utah in 2022 and his MFA from the University of Maryland in 2016. His poems and translations have appeared in the American Poetry Review, Virginia Quarterly Review, and elsewhere.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TF 1:00 pm - 3:50 pm Tyler Goldman

### **ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Primary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary

approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **ENGL 12 (W) D.I.Y. Publications: Paper, Print, and Power**

Like most western institutions, the field of traditional publishing has been, and continues to be deeply shaped by power dynamics that more often than not leave out the voices of the most marginalized members of society. Zines, chapbooks, artist books, blogs, and other "do-it-yourself" (D.I.Y.) forms of publication have served as mechanisms of communication, expression, and community building that give voice to marginalized creators. Through engagement with readings, discussion, local field trips, and items in the libraries' collection, this course will explore the historical and social dynamics that have shaped the current landscape of D.I.Y. publishing. At the same time, this course will provide space and resources for students of all skill levels and backgrounds to develop their own practical publishing skills, from content generation to production and distribution. As a culminating project, students will complete one or more D.I.Y. publications of their own design, submitted with a short reflection paper. Class time (three 2-hour sessions per week) will be split between shared experiences, discussion of weekly themes presented in the reading, and hands on time exploring different methods that can be utilized in the creation of their own publication. Enrolled students will be expected to complete reading and additional studio/lab time outside of class, not expected to exceed 15 hours per week.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled preference will be given to first-year students, followed by ENGL majors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWR 1:00 pm - 2:50 pm Hale O. Polebaum-Freeman

### **ENGL 16 (W) On Literary Nonprofits**

This course introduces students to the world of literary nonprofits: presses, journals, residencies, and advocacy organizations. Students will begin with a study of Outpost, a new residency in Southern Vermont dedicated to writers of color from the United States and Latin America. After an orientation to this organization's history and mission, students will have conversations with members of the board and read and rank applications for the upcoming residency cycle. Guest speakers from a variety of positions within other literary nonprofits will visit class as the students then prepare case studies on an emerging literary nonprofit of their choice. The goal of this course is to demystify this aspect of the literary landscape and demonstrate the rigorous commitment and various skillsets necessary to move from a well-intentioned vision to a sustained and impactful organization. The course will meet for two hours three times per week with outside-of-class work consisting of reading and research, interviewing employees at various nonprofits, and the preparation of the aforementioned final case study.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** priority will be given to seniors and juniors, preference for students with a demonstrated interest in pursuing a literary-related career (as expressed in a statement of interest, if needed)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **ENGL 21 (W) Repeating the Past: [The Great Gatsby] and [Lolita]**

[The Great Gatsby] and [Lolita], not often compared, should be read alongside each other: the shared question is whether the past can be repeated. Pertinent shared sub-questions are: What happens to history (World War I or II) in our desire to repeat the personal past? How can we figure the accidental (in the form, for example, of car accidents) into our sense of a future responsive to our past? How does a work of art--symmetrical, closed, meaningful)--beautify the insane desire to restore what has been lost? Students will spend about 15 hours per week reading these two novels (and critical essays), and about 6 hours per week discussing them in detail. The final paper can take the form of fiction, essay, or memoir.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors in order of seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TWR 1:00 pm - 2:50 pm John K. Limon

### **ENGL 239 (S) Zen and the Art of American Literature**

Just one hundred years ago, few Americans knew the first thing about Buddhism. But these days, who hasn't heard of (or even tried) mindfulness or

meditation? Buddhist ideas and practices now seem ubiquitous, available even in the form of smartphone apps like Headspace and Ten Percent Happier. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today. We'll read some Buddhist American literary texts, like Ruth Ozeki's wondrous novel, *A Tale for the Time Being*. And we'll range far beyond the world of literature into other cultural domains in which Buddhism has had a deep impact, like environmentalism, psychotherapy, Western attitudes towards death and dying, and the ongoing struggle for racial justice. And we'll engage in an experiential investigation of the benefits of incorporating contemplative practices like meditation into the classroom: students in the course will learn a variety of meditation techniques, and we'll spend some time each class practicing and reflecting upon those practices. Students will be expected to meditate outside of class as well (2-3 times per week). No prior experience with meditation is necessary. Just an open mind.

**Class Format:** This will be a lecture class, with little to no time for in-class discussion. To create opportunities for conversation and discussion, I will offer a substantial number of office hours each week as well as occasional discussion group meetings (of 15 students each; the discussion group meetings will be optional).

**Requirements/Evaluation:** Since this is an experiential course, presence is essential and will be strictly required (so after two allowed absences, each subsequent absence will lower a student's final course grade by 1/3 of a letter grade: A- to B+, for example). Other requirements: short reading responses and free-writing exercises for each class meeting, a 3-4 page midterm essay and a final 8- to 10-page essay.

**Prerequisites:** none

**Enrollment Limit:** 75

**Enrollment Preferences:** Students who preregister should fill out the Google Form at <https://tinyurl.com/ZenAmLitSpring2023> by the end of preregistration. Preference will go to students dropped from the Fall21/Spring22 sections of ENGL 239 and then by class year (seniors first).

**Expected Class Size:** 75

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** ENGL Literary Histories C EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 MW 7:00 pm - 8:15 pm Bernard J. Rhie

### **ENGL 24 (W) The Craft of Fiction: A Short Story Writing Intensive**

In *Bird by Bird*, Anne Lamott advises aspiring authors to approach writing in gradual steps (or, in her words, "bird by bird,") rather than being "immobilized by the hugeness of the task ahead." In this course, we too will move "bird by bird," through writing exercises that tackle the essentials of fiction. We will read the likes of Isaac Babel, Sindya Bhanoo, Octavia Butler, Anton Chekhov, Stuart Dybek, Yiyun Li, Daniel Mason, Herman Melville, Lorrie Moore, Tim O'Brien, Jim Shepard, Zadie Smith, and Ricardo Wilson to parse and then practice the techniques these authors employ to create plot, structure conflict, establish characters, and make them talk. By studying an array of voices, students will find which cadences best fit their own work. Local authors will visit our class to share ideas about their creative process with us. We'll visit Arrowhead, Melville's Pittsfield house, to see where he wrote *Moby Dick*, and as well as spend time in local museums, engaging closely with works of art there to further inspire and deepen our fiction. Beginning in Week Two, students will present their own works-in-progress, which we will discuss in a supportive workshop environment. At course's end, students will have polished a piece of short fiction, explored the beginnings of several new projects, and learned numerous techniques to keep them writing in the future. Evaluation will be based on workshop participation and classroom discussion, brief writing exercises, and a ten-page short story. We will typically meet twice a week for three hours, though occasionally the class may extend slightly beyond this timeframe given travel to and from field trip destinations.

**Requirements/Evaluation:** a 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** By application

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Sara Houghteling is the author of *{Pictures at an Exhibition}*. She is currently a lecturer in the English Department at Stanford University, where she teaches classes on the intersection of art and literature.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Sara W. Houghteling

### **ENGL 25 (W) Journalism Today**

Even as the field is constantly changing and reshaping itself, at the heart of journalism is the desire to thoughtfully report and write stories about the world around us. This course is a bottom-up examination of what that means, from the practical skills of how to hone a story idea and conduct an interview, to the process of crafting a finished work. Throughout the class, we'll do a series of small exercises to work on specific skills, building up to a feature-length work about a subject that matters to you by the end of the month. We'll read classic work from the past, as well as some exemplary pieces from today, and question and consider the ethical, legal, and professional questions that are inherent to nonfiction work. We'll also discuss the real-world applications of these ideas with a busy schedule of guest speakers (in-person and virtual), who will talk about their work and careers in the news business. Past guests, many of them Williams alumni, have included journalists from the New York Times, the Wall Street Journal, the Washington Post, NPR, ABC News, Bloomberg, and ProPublica. This course would be quite useful for students with experience in journalism and are considering it as a career, but also for anyone who wants to understand more about how the media works, or would simply like to experiment with and try out new ways of telling stories that make a difference.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** n/a

**Enrollment Limit:** 15

**Enrollment Preferences:** If overenrolled, a statement of interest in journalism would be appreciated.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** I am a freelance writer and editor who was a reporter and OpEd editor at the Berkshire Eagle, and earlier had covered national energy policy in Washington, wrote about sports in Moscow, and worked on the international desk at Newsweek in New York.

**Materials/Lab Fee:** \$245

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TWR 1:00 pm - 4:00 pm Christopher Marcisz

### **ENVI 100 (S) Introduction to Weather and Climate**

**Cross-listings:** GEOS 100 ENVI 100

**Secondary Cross-listing**

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** lab assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 100 (D3) ENVI 100 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 102 (S) Introduction to Environmental Science**

Environmental Science is an interdisciplinary field that develops scientific and technical means for assessing and mitigating human impacts on the environment. This course provides an overview of the discipline in the context of the interconnected global earth system: the geosphere, atmosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies at global and local scales. Topics may include: climate change, air and water pollution, resource extraction and management, land use change, and their effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to make recommendations for addressing local environmental issues.

**Class Format:** Two 75-minute lecture/discussion sessions and one 3-hour field/laboratory session each week.

**Requirements/Evaluation:** Weekly short quizzes, three exams, lab assignments, participation

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first- and second-year students, Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Required course for Environmental Studies major and concentration

**Distributions:** (D3)

**Attributes:** ENVI Core Courses EVST Core Courses EXPE Experiential Education Courses

Spring 2023

LAB Section: 02 T 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

LEC Section: 01 TR 9:55 am - 11:10 am Alex A. Apotsos, Jay Racela

LAB Section: 04 W 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

LAB Section: 03 R 1:00 pm - 4:00 pm Alex A. Apotsos, Jay Racela

### **ENVI 103 (F) Global Warming and Environmental Change**

**Cross-listings:** ENVI 103 GEOS 103

Secondary Cross-listing

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

**Requirements/Evaluation:** written reports from laboratories and readings, class participation, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 103 (D3) GEOS 103 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LAB Section: 03 R 1:00 pm - 3:00 pm José A. Constantine

LEC Section: 01 MWF 10:00 am - 10:50 am José A. Constantine

LAB Section: 02 T 1:00 pm - 3:00 pm José A. Constantine

### **ENVI 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

#### **Secondary Cross-listing**

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

### **ENVI 105 (F) The Co-Evolution of Earth and Life**

**Cross-listings:** GEOS 101 ENVI 105

#### **Secondary Cross-listing**

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the

radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** one laboratory per week plus one all-day field trip

**Requirements/Evaluation:** lab work, short quizzes, midterms, an independent project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 101 (D3) ENVI 105 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **ENVI 11 (W) Seven Summits: the nature of New England as observed from its hills and peaks.**

In this course we will take to the hills and mountains of our region in order to gain a better understanding of New England's amazing geographic and biological diversity. Much of this variety owes to geological processes - tectonic events, ice ages, erosion and soil formation -- that have been playing out for eons. In what ways have these forces transformed and influenced the landscapes and ecosystems that we see today? From piney ridges and spruce-clad summits to moist hardwood forests, shrubby swamps and broad valleys, the story is in the hills. In addition to covering some basic geology and meteorology, we will decipher the common trees and shrubs of the region and how they tend to form distinct ecological communities based on their different physiographic attributes. We will also take a look into the lives of the animals -- mammals, birds, and perhaps even insects! -- that inhabit these rigorous environments in winter. Lastly we will consider the role of humans, both in adapting to and influencing these landscapes. Through field trips, readings, discussions, personal observations, and assignments, you will increase your awareness and appreciation of the natural heritage of the region that you have made your recent home. More than half of the class will be spent outdoors, sometimes venturing far-afield. Therefore, students should expect to be away from campus well beyond normal class hours -- including for an overnight night trip. Most excursions will be moderate in pace and difficulty, so you need not be an avid outdoors-person to take part; if you are able to hike/showshoe 5-6 miles in winter conditions, and bring a healthy dose of enthusiasm, you should be fine. No special equipment will be necessary.

**Requirements/Evaluation:** Final project or presentation. Several written assignments in addition to a final project and presentation on a topic of the student's choosing. Final project may take a variety of forms.

**Prerequisites:** None

**Enrollment Limit:** 8

**Enrollment Preferences:** Preference will be given to students with a demonstrated interest in the subject and those without potential scheduling conflicts. A statement of interest may be required.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Drew Jones is Manager of Hopkins Memorial Forest where he coordinates research, education, and maintenance activities. Previously he has worked as a wildlife biologist and environmental educator from the southern appalachians to the north woods.

**Materials/Lab Fee:** \$270

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

## **ENVI 12 (W) Climate Intelligence 101: accelerating the fight against climate change by making it data-driven**

In recent years a novel approach to the fight against climate change has emerged, fueled by new dramatically more detailed, up-to-date data about the exact sources of greenhouse gas emissions. Sometimes known as "climate intelligence", this new field focuses on applying data-driven optimization to these newly detailed emissions data sets. Like business intelligence, the goal of climate intelligence is to use data to multiply the impact of new policies, business strategies, and technologies. To reduce more emissions, faster. This course will begin by introducing students to this rapidly emerging new world at the intersection of climate change, data science, economics, and business. But participants should not expect a relaxed, casual winter study. This high-octane course will move fast and remain laser-focused on not merely understanding climate change, but on actually helping fix it. The course will be team taught by an interdisciplinary group of Williams alums and will cover: \* A background on emerging new emissions datasets; \* How to use big data to rapidly prototype and iterate on testable scientific hypotheses on better ways to reduce emissions; \* A lab section in which students will use novel data to develop proposed new concrete, real-world laws, regulations, businesses, NGOs, or inventions; and \* How to develop business plans or regulatory proposals to actually make your ideas happen in the real world. It is anticipated, though certainly not required, that after completion of this course many students will literally found the company or help pass the policy in their proposal. Time: about 14 h/wk. (Estimated 3h lecture, 3h lab/practicum, 8h project work).

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None. But this course will involve manipulating a lot of data! Any of: multivar calculus, stats, econ, ability to code, and/or an entrepreneurial spirit helpful but not required. Please don't take this course if not at least already familiar with Excel.

**Enrollment Limit:** 30

**Enrollment Preferences:** If overenrolled, priority should be to students who have passed at least one computer science or econometrics course.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Gavin McCormick is founder of environmental tech nonprofit WattTime and cofounder of Climate TRACE, a coalition using AI and satellites to measure all Earth's GHG emissions. He's an Eph and has an MS in environmental econometrics from UC Berkeley.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Gavin McCormick

## **ENVI 205 (F) Geomorphology**

**Cross-listings:** GEOS 301 ENVI 205 ENVI 331

### **Secondary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 301 (D3) ENVI 205 (D3) ENVI 331 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses  
GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **ENVI 214 (S) Mastering GIS**

**Cross-listings:** GEOS 214 ENVI 214

Secondary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, weekly quizzes, and a research project

**Prerequisites:** at least one course in Geosciences or Environmental Studies

**Enrollment Limit:** 18

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 214 (D3) ENVI 214 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2023

LAB Section: 02 T 1:00 pm - 4:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 4:00 pm José A. Constantine

LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine

### **ENVI 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

Secondary Cross-listing

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for

the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

### **ENVI 220 (S) Field Botany and Plant Natural History**

**Cross-listings:** ENVI 220 BIOL 220

#### **Secondary Cross-listing**

This field-lecture course covers the evolutionary and ecological relationships among plant groups represented in our local and regional flora. Lectures focus on the evolution of the land plants, the most recent and revolutionary developments in plant systematics and phylogeny, the cultural and economic uses of plants and how plants shape our world. The course covers the role of plants in ameliorating global climate change, their importance in contributing to sustainable food production and providing solutions to pressing environmental problems. Throughout we emphasize the critical role of biodiversity and its conservation. The labs cover field identification, natural history and the ecology of local species.

**Class Format:** both field and indoor laboratories

**Requirements/Evaluation:** based on two hour exams, field quizzes, a final project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Biology majors, and Environmental Studies majors & concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Materials/Lab Fee:** There is a charge for the lab manual (\$20); the sketchbook (\$5) and hand lens (\$20) can be self-provided or purchased from the department

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 220 (D3) BIOL 220 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses PHLH Nutrition,Food Security+Environmental Health

Spring 2023

LAB Section: 02 T 1:00 pm - 4:00 pm Joan Edwards

LAB Section: 03 W 1:00 pm - 4:00 pm Joan Edwards

LEC Section: 01 MWF 10:00 am - 10:50 am Joan Edwards

### **ENVI 222 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

#### **Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

### **ENVI 229 (S) Environmental History**

**Cross-listings:** ENVI 229 HIST 264

#### **Primary Cross-listing**

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **ENVI 250 (F) Environmental Justice (DPE)**

**Cross-listings:** STS 250 ENVI 250

#### **Primary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 250 (D2) ENVI 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

**Not offered current academic year**

### **ENVI 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255 ENVI 255

#### **Secondary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information.

We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** Weekly labs, four quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores, then GEOS majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 255 (D3) ENVI 255 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **ENVI 312 (F) Communities and Ecosystems (QFR)**

**Cross-listings:** ENVI 312 BIOL 302

Secondary Cross-listing

An advanced ecology course that examines how species interact with each other and their environment and how communities are assembled. This course emphasizes phenomena that emerge in complex ecological systems, building on the fundamental concepts of population biology, community ecology, and ecosystem science. This foundation will be used to understand specific topics relevant to conservation including invasibility and the functional significance of diversity for ecosystem stability and processes. Lectures and labs will explore how to characterize the emergent properties of communities and ecosystems, and how theoretical, comparative, and experimental approaches are used to understand their structure and function. The lab component of this course will emphasize hypothesis-oriented field experiments as well as "big-data" analyses using existing data sets. The laboratory component of the course will culminate with a self-designed independent or group project.

**Class Format:** six hours per week

**Requirements/Evaluation:** lab reports, a midterm exam, a term project presentation, and a final project paper

**Prerequisites:** BIOL/ENVI 203 or 220

**Enrollment Limit:** 28

**Enrollment Preferences:** Biology majors and Environmental Studies majors and concentrators

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 312 (D3) BIOL 302 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Not offered current academic year

### **ENVI 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

Secondary Cross-listing

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense

population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

## **ENVI 402 (F) Environmental Planning Workshop: Community-Based Project Experience**

**Cross-listings:** ENVI 402 AMST 406

### **Primary Cross-listing**

In this class you apply your education and training to effect social and environmental change in the Berkshires. Students work in small collaborative groups to address pressing issues facing the region. Class teams partner with community organizations and local & regional governments to solve real world problems. In this class you learn while doing and give back to the community. The field of environmental planning encompasses the *built environment*, such as housing, zoning, transportation, renewable energy, waste management, neighborhood design; the *natural environment*, such as open space, farmland, habitat and species protection, natural resource protection, air and water pollution and climate change, and the *social environment*, such as racial zoning, environmental racism, food security, and healthy vs toxic communities. Skills taught include basic GIS mapping, developing and conducting surveys, interview techniques, project management, and presentations. The class culminates in project presentations to the client organizations. The hour conference section is time for team project work, client meetings and team meetings with the professor. Recent project topics: <https://ces.williams.edu/environmental-planning-papers/>

**Class Format:** The weekly conference session (1 hour) is dedicated time for team project work including client meetings and meetings with professor.

**Requirements/Evaluation:** Response papers (three 1-page papers), in-class exercises, class discussion, small group work, public meeting

attendance, project work, final report (due in segments during semester) and final presentation.

**Prerequisites:** ENVI 101 recommended; open to juniors and seniors.

**Enrollment Limit:** 16

**Enrollment Preferences:** Environmental Studies majors and concentrators, American Studies majors, Maritime Studies concentrators.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Course fulfills senior seminar requirement for Environmental Studies Major and Environmental Studies Concentration and Maritime Studies Concentration. American Studies Space & Place elective. Course is an Environmental Studies Concentration elective (ENVI Policy and ENVI Humanities, Arts + Social Science) and Environmental Studies major elective.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 402 (D2) AMST 406 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVI Environmental Policy ENVI Senior Seminar EVST Senior Seminar EXPE Experiential Education Courses MAST Senior Seminar

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Sarah Gardner

CON Section: 03 R 1:10 pm - 2:10 pm Sarah Gardner

CON Section: 02 T 1:10 pm - 2:10 pm Sarah Gardner

### **GEOS 100 (S) Introduction to Weather and Climate**

**Cross-listings:** GEOS 100 ENVI 100

**Primary Cross-listing**

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** lab assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 100 (D3) ENVI 100 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

### **GEOS 101 (F) The Co-Evolution of Earth and Life**

**Cross-listings:** GEOS 101 ENVI 105

**Primary Cross-listing**

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related

nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** one laboratory per week plus one all-day field trip

**Requirements/Evaluation:** lab work, short quizzes, midterms, an independent project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 101 (D3) ENVI 105 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **GEOS 102 (S) An Unfinished Planet**

The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses collide and pull apart. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

**Requirements/Evaluation:** three hour-tests and weekly lab work

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 3:00 pm Paul M. Karabinos

LAB Section: 03 W 1:00 pm - 3:00 pm Paul M. Karabinos

### **GEOS 103 (F) Global Warming and Environmental Change**

**Cross-listings:** ENVI 103 GEOS 103

#### **Primary Cross-listing**

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

**Requirements/Evaluation:** written reports from laboratories and readings, class participation, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 103 (D3) GEOS 103 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am José A. Constantine

LAB Section: 03 R 1:00 pm - 3:00 pm José A. Constantine

LAB Section: 02 T 1:00 pm - 3:00 pm José A. Constantine

### **GEOS 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

#### **Primary Cross-listing**

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

### **GEOS 202 (F) Mineralogy**

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

**Requirements/Evaluation:** one hour test, lab work, and a final exam

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

**Not offered current academic year**

### **GEOS 210 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

**Secondary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasize societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

Spring 2023

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

### **GEOS 212 (S) Paleobiology**

**Cross-listings:** GEOS 212 BIOL 211

#### **Primary Cross-listing**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** One day field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** Weekly lab assignments, frequent short quizzes and writing assignments, and a final project with a written and oral presentation component.

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 24

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 212 (D3) BIOL 211 (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

**Not offered current academic year**

### **GEOS 214 (S) Mastering GIS**

**Cross-listings:** GEOS 214 ENVI 214

**Primary Cross-listing**

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, weekly quizzes, and a research project

**Prerequisites:** at least one course in Geosciences or Environmental Studies

**Enrollment Limit:** 18

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 214 (D3) ENVI 214 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 4:00 pm José A. Constantine

LAB Section: 02 T 1:00 pm - 4:00 pm José A. Constantine

**GEOS 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

**Primary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

**GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

**Primary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

**GEOS 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255 ENVI 255

### Primary Cross-listing

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** Weekly labs, four quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores, then GEOS majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 255 (D3) ENVI 255 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### GEOS 301 (F) Geomorphology

**Cross-listings:** GEOS 301 ENVI 205 ENVI 331

### Primary Cross-listing

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 301 (D3) ENVI 205 (D3) ENVI 331 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **GEOS 302 (S) Sedimentology (WS)**

Sediments and sedimentary rocks are the book in which Earth's history is recorded, where we read the stories of ancient oceans and continents, and how life evolved. Sand and dirt preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the ways in which they were deposited, and the ecosystems that they supported. Understanding sediments is also fundamental to society, for many kinds of civil engineering as well as pollution and environmental remediation. We will investigate sediment composition, fluid mechanics, bedforms, and depositional environments, building to an integrated understanding of erosion, deposition, and changes over time. We will also acknowledge and examine the roles that racism and colonialism have played in sedimentologic research. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture/discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

**Requirements/Evaluation:** lab and field exercises, writing assignments, participation in discussions

**Prerequisites:** At least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

### **HIST 12 (W) Introduction to Hand Bookbinding**

This class will offer a fast-paced, workshop-style introduction to bookbinding, starting with single sheet structures and working through several codex structures with a variety of cover-to-text-block attachments. Throughout, our benchwork-folding, cutting, sewing, adhering-will be grounded in the historical context of the craft and accompanied by readings and online resources, as well as discussion of material and structure, and the implications of both for the conservation and preservation of books. While the course will be focused on Western bookbinding techniques, we'll also touch on other cultural binding traditions with an eye toward understanding the comparative youth of Western book crafts. Class will meet three times a week for three hours, including a weekly visit to Special Collections to examine historical examples of bindings. Students should be prepared to spend significant time outside of class exploring the world of book arts and book history online, and developing and completing independent binding projects, including a set book for the final project. The course will conclude with an exhibition of student work.

**Requirements/Evaluation:** Completion of in-class and independent binding projects, 1-2 brief presentations, and capstone binding of set book

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students who have little or no previous bookbinding experience, and to those who express early and enthusiastic interest.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Cara Schlesinger '91 is an independent bookbinder and conservator in New York City. She has worked at the Metropolitan Museum of Art and Columbia University as well as with private clients and rare book specialists around the country.

**Materials/Lab Fee:** \$155

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

### **HIST 17 (W) The 16th- to 17th-Century World of Printed Texts and Images**

Imagine yourself back in a time without the computer technology that enables you to create, print out or distribute instantaneously innumerable illustrated texts with the click of a few buttons. In this multifaceted course, we will explore the 16th-17th-century world of printed books and images. Your eyes will be trained to recognize and appreciate the primary techniques in which printed images were made at this time. While becoming acquainted with the ways in which texts were printed by hand, you will learn how to examine rare books and evaluate how they were put together. Finally, you will be taught to think like a savvy publisher, endeavoring to earn a living by profiting from the rapidly expanding, international market for a diverse range of illustrated texts. In order to achieve these goals and fully appreciate what entrepreneurial artists, printers, and publishers accomplished centuries ago, lectures and assigned readings will be complemented by visits to local print collections and the regular, hands-on consultation of illustrated rare books in the Chapin Library. Given the underlying premise that one learns by doing, we will usually meet four times a week, (2 hours per session) primarily in the Chapin library. For your final project, you will be expected to select an illustrated book from the Chapin collection and prepare a presentation on it for the class in which you highlight the topics addressed during the lectures. Evaluation will be based upon this presentation, in addition to class participation. I look forward to delving into the fascinating world of hand-crafted books and prints with you.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** randomly

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Karen Bowen is an art historian, specialized in the study of prints, printmaking, and book illustration in the early modern period. She is currently preparing a book on the European print trade in the 16th and 17th centuries.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTWR 2:00 pm - 3:50 pm Karen L. Bowen

### **HIST 19 (W) Fresh Purpose for Old Paper: Curating Special Collections in the 21st Century**

How do our library's collections represent the past and present of the many Williams communities? What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable -- and not just in terms of their cost. We'll consider how historical events are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and consult with booksellers and curators at a peer institution. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections.

**Requirements/Evaluation:** final project or presentation. collection development proposal, class presentation to library staff (during normal course meeting times)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** random, if course is oversubscribed

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

### **HIST 23 (W) Maps: Past, Present, & Future**

This class will examine how antique maps, created in the 15th to 20th centuries, provide lessons for modern-day map-making. We will start by considering the purposes of antique maps, especially those made in the 15th and 16th centuries by both European and Islamic mapmakers: why were they made, by whom and by what process? We will discuss "what is a map?", as well as principles of information design, what makes a map good, and lessons that can be drawn from antique maps. Students will learn about the multitude of online resources available for collecting and studying antique maps, including collections at Williams College, and, in their first group project, will work in teams of two to four to make a presentation about an antique map or group of maps that represent the considered lessons. Throughout the course, we will pivot back and forth between antique maps and modern-day maps. We will consider the concept of strategy, which defines an organization, and the various purposes of modern-day geospatial data science, which derives from strategy, in both for-profit and nonprofit organizations. We will review and discuss the tools used in geospatial data science, including analytical platforms like ArcGIS and MapBox, languages like Python, and data sources like the US Census, the HERE road network and the USGS Earth Explorer. We will review and discuss several case studies about how businesses and nonprofits utilize geospatial data science to advance their strategy. In the second group project, students will evaluate a modern-day application of geospatial data science, articulating the lessons from antique maps present in these modern-day maps, as well as any new lessons. Groups will work together to make a presentation about a modern-day map they have studied or about a modern-day map they have made themselves. Topics for group projects could include nonprofit topics like gerrymandering, redlining and climate change or for-profit topics like site selection and advertising effectiveness.

**Requirements/Evaluation:** Discussion and two group projects

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Mix of students with an interest in history, art, and science

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tom Paper is a Williams grad '84 and Stanford MBA, Managing Partner of Webster Pacific, a strategic analytics consultancy; he is also VP of the California Map Society & Founder of The Digital Gallery, a website of exhibits of antique maps and art.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 12:00 pm Tom Paper

### **HIST 264 (S) Environmental History**

**Cross-listings:** ENVI 229 HIST 264

**Secondary Cross-listing**

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **HIST 27 (W) MinCo in Context: Coalition Building and Student Social Movements Since the 1960s**

Are you curious about how MinCo (Minority Coalition) came into being at Williams College? Do you want to know how meeting minutes, handwritten signs, and oral histories can tell us about how students have built coalitions to pursue and achieve strategic goals in at-times hostile circumstances? Do you want to learn how the creation and flourishing of MinCo fits into a broader history of social movements within higher education? And what is a coalition, anyways? If your answer to any of these questions is yes, then this class is for you! Through a hands-on approach focused on working with primary sources held in the special collections and college archives at Williams, this course invites students not only to learn about MinCo history, but also to do the work of public historians. Along with individual assignments in which students engage with archival sources and current scholarship, the final assignment will be team-produced public history projects that mobilize primary sources to tell a compelling history of coalition-building in MinCo history. The course meets 2 times per week for 3 hours each session, and will include a substantial amount of time conducting research in the college archives.

**Requirements/Evaluation:** Short paper and final project or presentation. Assignments will include individually written object labels (primary source descriptions) and secondary source analysis, as well as a public history project situating a small number of primary sources in historical context and explaining their significance within MinCo history.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Student Survey. First priority will be given to students who are current leaders in MinCo groups. Second priority will be given to students who are members of MinCo groups. Third priority will be any student interested in the topic.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Aly W Corey, PhD is the Associate Director for Inclusive Learning Environments at the Davis Center. Aly's research and teaching expertise is in critical ethnic studies, trans studies, and U.S. musical culture.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **HIST 28 (W) Introduction to Public History**

This course will introduce you to the expansive world of public history: the ways in which history is put to work in the world beyond an academic setting. Our course will explore public history's primary ideas, questions, and the practical concerns confronting public historians in a variety of professional and institutional settings. The course will center around key ideas and themes that inform the world of public history, including memory, shared authority, decolonization, audiences and audience engagement, racial justice, historic preservation, and museum interpretation. To explore public history's manifestations beyond the classroom, this class will include field trips and site visits to museums, monuments, historic sites and preserved structures, and other public history institutions in the Berkshires and western Massachusetts and incorporate guest speakers into our class meetings to secure a wide-ranging introduction to this field and its key concepts. Our class is structured to be reflexive, meaning we will learn about how public history has evolved over time and grapple with the way the field's history frames contemporary social and political issues confronting public historians today. A minimum of 10 hours of time per week will be spent in the classroom, including time at field trips and site visits, and an average of 15-20 hours per week will be spent on outside-of-class work, including travel to and from field visit sites. In addition to travel, time spent outside of class will be used to work on course assignments and complete weekly readings of significant past and present literature in the field. For your final evaluation, you will identify a set of "best practices" with your peers for public historians and choose one of our field site visits to write an exhibit or site

review. Ultimately, by the end of this course you will have a strong grounding in the field of public history and formulated your own understanding of what constitutes public history.

**Requirements/Evaluation:** Short paper and final project or presentation. Students will individually write an exhibition or site review that addresses each site's particular history, how its relates to its contemporary administration, and how the site approaches key concepts in public history like audience engagement, social and racial equity, and connects the public to major historical questions/inquiry.

**Prerequisites:** N/A

**Enrollment Limit:** 30

**Enrollment Preferences:** Students will be selected based on seniority and need for a history course to fulfill academic requirements of the institution.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Brian Whetstone is an urban historian, public historian, and historic preservationist whose teaching promotes student engagement with the ways history informs our understanding of contemporary social and political struggles.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **JAPN 12 (W) The Art of Writing: Introduction to Arabic and Japanese Calligraphy**

Calligraphy is an art of elegant penmanship that is closely connected to philosophy, spirituality, literature, and poetry. This course introduces students to two different traditions of calligraphy, namely those of Arabic and Japanese, exploring their distinct characters as well as similarities. How has master-apprentice learning shaped each? How have these artforms developed in modern times? How are different aesthetics valued in each? And what are the themes and ideas shared between these two different traditions? At the theoretical level, students will explore historical, cultural, philosophical, and spiritual backgrounds of Arabic and Japanese calligraphy as well as material dimensions of the two traditions-how inks, pens, brushes, and paper are produced. At the practical level, students will be introduced to the execution of lettering with traditional tools, exploring self-expression through the art of writing. Students will be encouraged to consider how balance can be found in that which comprises both order and chaos, form and obscurity, and word and image. In class (6 hours per week), students will engage in hands-on activities, learning the basic techniques of Arabic and Japanese calligraphy. Class time also includes short lectures on theoretical and practical aspects of the two traditions. Through this course, students will learn to use calligraphy as a meditation tool, one that cultivates inner focus and attention to breathing and bodily movements. Outside class, students will be required to practice daily ten-minute calligraphy meditation sessions. Evaluation for this course is based on attendance at each session, a final calligraphy work, and in-class presentation on the piece. No previous knowledge of Arabic/Japanese or experience with calligraphy is required for this course. The class is open to students interested in both/either of two calligraphy traditions.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** n/a

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Arabic Studies and the Department of Asian Languages, Literatures, and Cultures if the course is overenrolled.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Eriko Okamoto is a research associate in Arabic Studies at Williams College. She has studied Arabic calligraphy in the US and the Middle East and has trained in Japanese calligraphy for over 20 years.

**Materials/Lab Fee:** \$35

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TRF 1:00 pm - 2:50 pm Eriko Okamoto

### **JAPN 25 (W) Exploring Kyoto Culture: How 1200 years of cultural history continues throughout today**

Kyoto, the former imperial capital of Japan has 1200 years of history. It is referred to as Japan's cultural treasure house and thrives on its ancient heritage in architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto's appearances can be deceiving. You will find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between modernization and tradition is Kyoto's fascination. The purpose of this travel course is to explore the cultural history of Kyoto and how it is perpetuated and transformed in a modern era. Students will visit various sites and artists/artisans in Kyoto. Through these experiences, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course will be conducted on campus. Students conduct research in pairs to acquire additional in-depth knowledge on one selected area of Kyoto's art/craftsmanship. For the second and third week, the class will travel to Kyoto. We will first explore the city of Kyoto to develop an idea of how its cultural history progressed from courtly culture in the Heian period, to samurai tradition in the Medieval periods, and aspects of religious ceremonies, Noh Theater and tea ceremonies. We will also visit four to five artisan/artist studios, including hands on experiences at some studios. Students are expected to participate in all the scheduled activities, keep a daily journal, and participate in daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern art/craft/performance to the local community and to the Kyoto artists/artisans at a public forum. The class will return to campus towards the end of the third week.

**Requirements/Evaluation:** post daily blog to the course website and a public PowerPoint presentation in Kyoto

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** personal statements and completion of course(s) related to Japan

**Expected Class Size:** 8

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,700

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Shinko Kagaya

### **LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

#### **Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **LEAD 16 (W) Effective Advocacy and Public Speaking**

Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to effective leadership and career development. This course is designed to enhance a student's ability to develop a position on a significant issue and to advance and defend that position orally. This course will give students, either singly or in pairs, numerous opportunities to make presentations and receive immediate feedback from the Instructors. The course will consist of three sessions per week lasting approximately 120-150 minutes, with an initial organizational session to select a topic to be presented or debated. Students may choose the method of their presentation, and each students may select their own presentation

topic or choose from a list of suggested issues.

**Class Format:** Class sessions will be devoted to developing oral skills (3-5 minutes each), such as telling a story, giving a political speech, making a sales pitch, and explaining an abstract idea or concept. Students will also have the opportunity to engage in mock job interviews with representatives from the fields of education, medicine, law and finance. As a capstone project, the students will present on a topic of their sole selection for 7-9 minutes and answer questions from students and instructors.

**Requirements/Evaluation:** oral presentations of 3-10 minutes throughout the course, but no less than once a week; listen to and critique each other's presentations throughout the course

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference to seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** David Olson and Stephen Brown are experienced trial lawyers and Robert Schwed is an experienced business lawyer. They taught this course in January 2022 as LEAD-16.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 MWR 1:00 pm - 3:50 pm David C. Olson, Steve Brown

### **LEAD 17 (W) Mindful Leadership**

Why should anyone be led by you? What are you doing to strengthen your ability to speak truth to power, to embody compassion, and to perform at your best? Mindfulness can shift our baseline level of happiness, help us to navigate upheaval in our lives, and enable us to lead through uncertainty. In this experiential learning course-blending (still and moving) meditation with leadership development-you will heighten your ability to navigate intense emotions, develop strategies for working with your inner critic, explore impermanence (yes, we are all going to die), cultivate lovingkindness, and elevate your ability to perform (we can all do better...especially if we can harness flow). You will also explore storytelling, decision-making, debriefing, embodied dance, the enneagram, pivotal life moments, and polarities. Ready to drop in, breathe, and show up fully? While exploring and integrating, you will co-facilitate an experience for the group that you believe will contribute to our collective learning. You will co-facilitate the debrief of another student-led exercise-to draw out lessons learned. Near the end of the course, you will also contribute to lead a session for the Williams community. Through readings, podcasts, and videos we will be inspired by thinkers such as: Amy Edmondson, Jim Detert, Zander Grashow, Kelly Lewis, and Christopher Alexander as well as mindfulness practitioners such as: Jack Kornfield, Mark Coleman, Ruth King, and Sharon Salzberg. You'll also venture off-campus with your pod to explore the Clark and MASS MoCA.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** open to all students; no previous mindfulness, leadership development, nor movement experience required

**Enrollment Limit:** 16

**Enrollment Preferences:** statement of interest (share a bit about yourself and your interest in the course)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jamie coaches changemakers to do what brings them alive. He accompanies executive committees and startup teams to explore their way of being (what must you believe to lead differently) and effectiveness (we can all do better). He is an Integral master coach, a certified mindfulness teacher--and he's fortunate to have worked with organizations such as: The Gates Foundation, Google, Greenpeace, Purpose, MIT Solve and the Williams ski teams. Still curious? Learn more: [www.jamiehunt.org](http://www.jamiehunt.org)

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Jamie Hunt

### **LEAD 18 (W) Wilderness Emergency Care**

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification. The course runs 9 consecutive days straight from 9AM--5PM. The instructor will be provided by SOLO (Stonehearth Open Learning Opportunities).

**Requirements/Evaluation:** written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 22

**Enrollment Preferences:** submit a statement of purpose to the course sponsor, WOC Director, explaining why they want to take the course and hope to gain from the experience

**Grading:** pass/fail only

**Materials/Lab Fee:** \$450

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 M-F 9:00 am - 5:00 pm Scott A. Lewis

### **LEAD 22 (W) Ski Patrol: Outdoor Emergency Response**

The course will teach and develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor environments. Successful completion of written and practical exams, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon implementing National Ski Patrol's Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, "on-hill" environment. Students will spend approximately 12 hours per week learning and practicing Ski Patrol medical care and rescue techniques. Specifically, students will develop skills to recognize and provide emergency care for situations they learned about in prior first responder training (Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician): - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, strains, sprains, etc.) - Shock, Respiratory Emergencies, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke, seizures, insulin shock, etc.) In the outdoor environment, students will practice the use of various types of splints, spinal motion restriction, bandaging, rescue/transport equipment, methods of extrication, use of oxygen, organization/prioritization of rescue tasks, and how to deal with unusual emergencies such as mass casualty incidents. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Each week there will be ~12 hours of practical outdoor work at Jiminy Peak and on campus. Exact class timing (morning vs. afternoon; 4 vs. 6 hours per meeting; etc.) will be determined based on student and instructor availability. Additional homework/practice may be required. Class attendance is mandatory. The course includes certification in CPR.

**Requirements/Evaluation:** Written and practical exams

**Prerequisites:** Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician

**Enrollment Limit:** 16

**Enrollment Preferences:** The course will be limited to 15 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** An alumnus of Williams ('85) with a PhD in Materials Science, Tom Feist worked for General Electric, taught Chemistry at Williams, and has ski patrolled for over 40 years. He is a National Ski Patrol Instructor Trainer and patroller at Sugarbush, VT.

**Materials/Lab Fee:** \$20

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TBA Thomas P. Feist

## **LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

### **Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

## **MAST 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

### **Secondary Cross-listing**

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

### **MAST 211 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

#### **Primary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

Spring 2023

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

### **MAST 311 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

#### **Primary Cross-listing**

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the

mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

**MAST 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352 (F)(S) American Maritime History** (DPE) (WS)

**Cross-listings:** HIST 352 MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **MATH 12 (W) The Mathematics of LEGO**

This course is a modification of eight previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will either submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell, or do a speed build challenge (college teams vs elementary school teams perhaps).

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$195

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am Steven J. Miller

### **MATH 18 (W) Introduction to Cryptography**

Throughout history, wars have been won and lost based on a military's ability to successfully send secret messages and to break the enemy's secret codes. In fact, until the last half of the last century, most uses for cryptography were related to the military. Since the invention of high-powered computers and the Internet, however, there has been an explosion in the need for and usage of encryption. In the 1970's, public-key encryption was invented, allowing two parties who want to communicate in a secure way to do so even without already sharing a secret "key". Today, there are numerous mathematical methods used for encryption. In this course, we will study some historical cryptosystems as well as more modern ones. Possible topics include the Caesar cipher, Enigma, The Hill Cipher, Diffie-Hellman, RSA, AES, and Elliptic Curve Cryptography. The class will meet six hours per week. Evaluation will be based on regular homework assignments, participation in class group activities, and a final project.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None. Students who have already taken a course in Cryptography should obtain permission of the instructor before enrolling in the course.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be asked to write a paragraph explaining why they would like to take the course.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am Susan R. Loepp

### **MATH 26 (W) A Taste of Austria 2023**

Instructor: Sophia Klingenberg, Dr. med. Planned Travel Date: 10 Days of travel between January 6th - January 26 Flight to Vienna, train or bus trip to Graz. City tours and Chocolate factory tour, visit Castle, and focus on their health and wellbeing at the thermal baths. Bad Blumau, or Bad Loipersdorf.TBA. Planned Activities: Lodging will be provided at an inexpensive hotel, Jugendherberge in Vienna. Albertina, Cafe Demel, Sacher Hotel, Hawelka, Central, Landtmann, Aida among others. Visit Museums: for example: Belvedere, Jewish Museum, Sigmund Freud Museum, Narrenturm (TBA) and Coffee Houses in Vienna. Tour Zotter Chocolate Factory, Steiermark. Health: TBA: Therme Loipersdorf or Bad Blumau, Steiermark. Be mindful and focus on your health, immerse yourself in the Austrian world of wellness! Tour Schloss Eggenberg, Graz. Guided tour of the Zeughaus with armour from the 15th to the 18th century, Graz. Music: Piano Concert performed by Philipp Sheucher at the Conservatorium in Graz. Literature: Reading together "Chess Story" by Stefan Zweig. How GREEN is Austria? Learning about sustainable energy in Austria. Daily meeting before excursions: Instructions to learn the German Language. Possibly enjoy an evening at the Opera House in Graz. TBA. Students will write a four-page reflection paper on what they have gained from their travel course. I am a native Austrian who was born and raised in Graz, Austria and I have had the experience of life and culture. Working at the Opera House in Graz, as an extra, performing with the ensemble in Graz, and the famous Kirov Ballet from St. Petersburg, Russia on their summer tour. Email: sklingen@williams.edu with questions

**Requirements/Evaluation:** Short paper and final project or presentation; Final project or presentation; Reflecting paper on the trip after the travel course, explaining what the personal grow contained, and constructive criticism.

**Prerequisites:** Students do not require to have any German language knowledge. Good communication skills and personal maturity would be ideal.

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who show an interest in the language and culture of Austria. Students need to be reliable, on time and attentive to class and cultural events. No alcohol policy only under supervision since students are legally allowed to consume alcohol.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,200

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Bernhard Klingenberg, Sophie C. Klingenberg

### **MUS 10 (W) Introduction to Music Technology and Electronic Music**

This Winter Study Class is an introduction to the basics of Music Technology and Electronic Music. Students will learn how to use Music Notation Software Finale, MIDI, Sound Editing, and Sound Design Software to create their own compositions and/or arrangements. Students will work in groups and individually. Each class will include the instructor's presentation of the techniques and software studied in class, and a hands on approach section where students will use the software studied in class to apply the electronic music techniques discussed in their individual or group projects under the guidance of the instructor. There will be weekly student presentations of their individual and group projects. Instructor and students will also bring their favorite electronic music compositions and songs to class to discuss the techniques used by their creators.

**Requirements/Evaluation:** Final project or presentation. Weekly presentation and discussion of students' projects.

**Prerequisites:** MUS 102 or MUS 103, or permission of the instructor. Ability to read music is a prerequisite.

**Enrollment Limit:** 9

**Enrollment Preferences:** Music major

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Ileana Perez Velazquez

### **MUS 104 (S) Jazz Theory and Improvisation I**

**Cross-listings:** MUS 104 AFR 212

**Primary Cross-listing**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

**Class Format:** alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

**Requirements/Evaluation:** weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

**Prerequisites:** MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective Music majors, then Jazz Ensemble members, then Music majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 104 (D1) AFR 212 (D1)

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

### **MUS 11 (W) I/O Fest 2023: The Music of Now**

I/O Fest is the Williams College Music Department's annual student-centered festival of contemporary music and creative music making, comprising concerts, workshops, outreach, and study. Over the first two weeks of Winter Study student performers, composers, and sound artists will engage in the preparation, rehearsal, and creation of new works, leading to four days of concerts at the '62 Center for Theatre and Dance and the Clark Art Institute. Students enrolled in the class will choose areas of focus in performance, composition, or production and take part in all of the creative planning for the festival. Students will engage with and learn from visiting musicians and composers, and explore a world of adventurous music making, new ways of listening, and new modes of collaboration. The first phase of the class will culminate in the presentation of the festival from January 12-15, 2023. Students are required to participate in and attend all events on the festival. In the post-festival phase of the course students will participate in readings, workshops, and discussion groups related to the social, musical, and cultural ideas featured in the festival and explore issues in contemporary performance practice. Other activities will include informal group sessions on musical topics such as free improvisation, graphic scores, and sound art. There will also be a field trip to PS21 in Chatham, NY for a tour of the facility and a performance.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** All students must have a background in music and be able to read music. They should have proficiency as an instrumentalist, singer, or conductor, or have experience as a composer or sound artist.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be selected based on musical experience and interest.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Matthew A. Gold

### **MUS 13 (W) Play Javanese Gamelan!**

Javanese Gamelan is a vibrant, living tradition of gong-chime music from Central Java, Indonesia. Gamelan music features unique tuning systems, intricate melodies, lively rhythms, and a strong sense of communal music-making. Students have the opportunity to learn several instruments over the winter term. Audio recordings and short readings supplement the hands-on learning. The group will play on a beautiful gamelan set crafted by Tentrem Sarwanto, a renowned Javanese gong-smith. The course culminates in a final performance and a brief essay on Javanese music.

**Requirements/Evaluation:** final public performance and short essay

**Prerequisites:** none

**Enrollment Limit:** 13

**Enrollment Preferences:** preference will be given to graduating seniors and upperclass students

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Phil Acimovic studied Javanese Gamelan in Surakarta, Indonesia for two years with master musicians Bp. Wakidi Dwidjomartono and Bp. Darsono Hadiraharjo. He has directed gamelans at Tufts University, Smith College, UC Davis, and UC Santa Cruz.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 WF 10:00 am - 12:50 pm Phil Acimovic

### **MUS 14 (W) Piano Lessons for the Music Novice**

This course, geared towards students with no previous musical training, offers an introduction to playing the piano and reading music. Students will learn to play simple pieces, scales, and chords, and will become familiar with basic music terms, notation, and concepts. The class will meet as a group for three hours a week, and each student will also have a private half-hour lesson once a week. In addition, students are expected to practice on their own daily and to complete written homework assignments. All students will perform pieces they have learned in a class recital on the last day of the course.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** intended for students who have never taken music lessons of any kind

**Enrollment Limit:** 8

**Enrollment Preferences:** Permission by instructor

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Marjorie W. Hirsch

### **MUS 174 (S) The Singing Voice: Structure, Styles and Meaning**

What makes an opera singer sound different than a pop singer? How does the sound of each contribute to musical meaning for listeners? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, importantly, through singing. We examine histories of styles, cultural contexts as well as basic physiology, acoustics and techniques. We will explore the basics of yodeling, overtone singing and belting, among other styles. Familiarity with musical notation recommended.

**Class Format:** studio/brief lectures

**Requirements/Evaluation:** Two quizzes, regular journaling, a final paper (6-8 page) and a presentation.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Brad Wells

### **MUS 204 (F) Jazz Theory and Improvisation II**

**Cross-listings:** MUS 204 AFR 214

**Primary Cross-listing**

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

**Class Format:** two weekly seminar meetings, alternating between theory and performance sessions

**Requirements/Evaluation:** weekly compositional, analysis, transcription or performance exercises and final transcription project

**Prerequisites:** MUS 104b or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors and Jazz Ensemble members

**Expected Class Size:** 5-8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 204 (D1) AFR 214 (D1)

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

### **MUS 205 (F)(S) Composition I**

Beginning courses in musical composition. Size and number of required projects will vary from 3 to 5. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is heard/performed.

**Requirements/Evaluation:** completion of assignments, quality and timeliness of composition projects, attendance, and class participation

**Prerequisites:** MUS 201 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ileana Perez Velazquez

### **MUS 206 (F)(S) Composition II**

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 5 in addition to a possible full semester composition project. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is actually heard/performed.

**Requirements/Evaluation:** completion of assignments, quality and timeliness of composition projects, attendance, and class participation

**Prerequisites:** MUS 202 (may be taken concurrently) and permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ileana Perez Velazquez

### **MUS 26 (W) Songwriting in Nashville**

This course will allow students of songwriting to explore both the artistic and the practical part of today's music industry. We will travel to Nashville and dive deep into writing, co-writing, critiquing, and editing original songs. Professional songwriters from the region will be invited to offer master classes and share their experiences as well as perform for us in an intimate, relaxed setting. Possible field trips include The Country Music Hall of Fame, Gruhn Guitars, Ryman Auditorium, The Bluebird Cafe, The Grand Old Opry, Performing Rights Organizations (BMI, ASCAP, and SESAC), Music Row, NSAI, recording studios and publishing Houses, etc.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** Preference will also be given to those who play an accompanying instrument or are accomplished vocalists.

**Enrollment Limit:** 8-9

**Enrollment Preferences:** Students who have previously enrolled in WSP Mus 15 or have taken part in private Vocals: Songwriting lessons through the music department will be given preference. Others that are interested are should contact the instructor at [blewis@williams.edu](mailto:blewis@williams.edu).

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Bernice Lewis is the Artist Associate in Songwriting at Williams College and has been a touring artist for over three decades. She has recorded two of her seven original CD's in Nashville.

**Materials/Lab Fee:** \$3500

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Bernice Lewis

### **MUS 309 (F) Jazz Arranging and Composition**

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based

on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

**Class Format:** weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally an hour a week, more frequently and for longer amounts of time as needed

**Requirements/Evaluation:** project based 4-5 compositions/arrangements

**Prerequisites:** MUS 104B or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Jazz Ensemble Members, Music Majors

**Expected Class Size:** 3-5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kris Allen

### **PHIL 12 (W) Yoga: Cultivating a Practice for Life**

"Yoga: Cultivating a Practice" will examine what the practice of Yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the daily physical practice of "asana" (yoga poses), the class will investigate the philosophical and ethical teachings of Yoga's ancient text, the Yoga Sutras of Patañjali. Students will learn a number of basic yoga poses and breathing techniques in 1.5-hour classes that will meet 5 days a week. Class time will include about 15 minutes of discussion, followed by a taught asana practice. Students will read and discuss portions of the Yoga Sutras, the Bhagavad Gita, and contemporary texts analyzing Yoga in society. Assignments may also include pre-recorded talks from contemporary Yoga philosophers. This course explores the roots of Yoga as an embodied practice of moral philosophy, and introduces students to Yoga's potential for individual and collective transformation. This learning is primarily experiential, and students are requested not to miss class sessions. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material and a longer final paper.

**Requirements/Evaluation:** Class participation, plus weekly short papers and final 5-page paper.

**Prerequisites:** No previous yoga experience required. Special permission required for students with significant injuries or broken bones, as the format may not allow me to accommodate their needs.

**Enrollment Limit:** 14

**Enrollment Preferences:** I will invite students to an orientation session in order to assess their interest and motivation for the class. From this, I will select participants with a goal of creating a broadly diverse group that can support and enrich each other's experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Anne O'Connor '86 has practiced Yoga since the late 1990s and became a Certified Iyengar Yoga Teacher (CIYT) in 2016. A Williamstown native, she lived in France and Germany for almost 20 years, working as a freelance translator and editor.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Anne C. O'Connor

### **PHLH 16 (W) Addiction Studies and Diagnostics**

The goal of this class is to help students develop an effective understanding of the definition, impact, and treatment of addiction. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an extensive annotated

bibliography and oral presentation will be presented in groups at the end of the course. The goal of the class is to have students carry this knowledge forward and be more informed about addiction and recovery in personal, family, social, professional, and community life. That goal is two-fold; to help make better and more informed choices personally and with other people.

**Requirements/Evaluation:** Class and other participation outside the classroom and group project at end of course.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor's choice

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** I have taught this class nearly a dozen times and greatly enjoy doing so. I work as an addiction therapist and have personally been in recovery for 35 years. I earned an MA at the Hazelden Graduate School in 2009.

**Materials/Lab Fee:** \$44

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 7:00 pm - 9:30 pm K. Richard Berger

### **PHLH 402 (S) Senior Seminar in Public Health**

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations and investigate a contemporary real-life issue in public health. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

**Requirements/Evaluation:** active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

**Prerequisites:** completion of at least four courses counting towards the PHLH concentration

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

**Attributes:** EXPE Experiential Education Courses PHLH Core Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Kiaran Honderich

SEM Section: 02 TR 11:20 am - 12:35 pm Kiaran Honderich

### **PHYS 12 (W) Drawing as a Learnable Skill**

Representational drawing is not merely a gift, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will learn to see more accurately and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Requirements: students will be expected to attend and participate in all class sessions as well as 2

mandatory study sessions in museums. They will also be required to keep a sketchbook recording their progress and complete a final drawing project. Evaluations will be based on participation, effort, and development. All class sessions are mandatory.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** If overenrolled, selection will be based on seniority.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Stella Ehrich lived in Italy for sixteen years, where she spent seven years studying figurative realism in the Simi Studio in Florence. She holds an MFA in painting from Bennington College.

**Materials/Lab Fee:** \$24

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 1:00 pm - 4:00 pm Stella Ehrich

### **POEC 402 (S) Political Economy of Public Policy Issues**

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

**Class Format:** student presentations

**Requirements/Evaluation:** group policy projects including an 80- to 100-page paper and 2-hour presentation

**Prerequisites:** POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

**Enrollment Limit:** 19

**Enrollment Preferences:** open only to Political Economy majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required for the Political Economy major

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses POEC Required Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm William M. Gentry, Cathy M. Johnson

### **PSCI 10 (W) International Economic Policymaking During Crises**

This course will provide a practical introduction to international economic policymaking, with a focus on the International Monetary Fund and World Bank. Through guest speakers and case studies, students will learn about the roles of these institutions in the response to recent economic crises. Students will also gain practical insight into the policymaking process and receive training in policy memo writing and briefings. After a brief overview of the International Monetary Fund and World Bank, the course will explore three economic crises in depth, with opportunities for students to practice policy writing and briefing skills.

**Requirements/Evaluation:** Short paper and final project or presentation (Written policy memo and oral briefing)

**Prerequisites:** One course in political science, economics, or history. The course will focus on practical policy skills and will not require advanced coursework in economics.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be determined based on short paragraph explaining interest in exploring internships and

careers in public service.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Arathi Rao '06 is Advisor to the US Executive-Director to the International Monetary Fund. A Fulbright and NSF grant recipient, she holds an MPA from Harvard's Kennedy School, and worked for the World Bank, think tanks, and US government agencies.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 1:00 pm - 4:00 pm Arathi Rao

### **PSCI 118 (F) Power to the People?**

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, contestation over basic citizenship rights, and political violence. The pandemic, related economic distress, social protests and insurrection have only sharpened the precarious state of U.S. democracy. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions, primarily through active, project-based group research activities, guided by political theory and empirical research in the social sciences. Our investigation will include substantial class-time collaboration with a similarly structured undergraduate course taught by a sociologist at Johns Hopkins University and may include an optional weekend research trip.

**Requirements/Evaluation:** active class participation, three 4-page essays, multiple group assignments, and class presentations

**Prerequisites:** first-year students

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses PSCI American Politics Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Nicole E. Mellow

### **PSCI 14 (W) JA SelCom: A Case Study in Selection Processes**

As a member of SelCom (SElection COMmittee), you will become a cohort with current members of JAAB (the Junior Advisor Advisory Board) to select the next class of JAs. You will participate in every step of the JA application evaluation process -- reading written applications, conducting interviews, discussing applicants with SelCom, and deciding on the final makeup of next year's JA class. Every SelCom member will complete anti-bias training at the beginning of Winter Study; working through biases to make thoughtful evaluations is crucial to this process. This is a fantastic opportunity for students who want to take on a leadership role that requires critical thinking and collaboration. Your input will help to shape the entry system, the JA role, and the very essence of the Williams community in the coming school year. The SelCom schedule is roughly as follows (subject to change). SelCom will likely meet 4-5 days per week. Week 1: SelCom members will undergo anti-bias training and then spend the first week conducting interviews with applicants and cleaning transcripts to ensure readability. Week 2-3: The committee will discuss applications with identifying information blinded to help mitigate bias in the selection process. Week 3-4: SelCom will revisit applications with consideration given to the personal identity of each applicant. The committee will then extend offers to a select number of candidates. Members may reconvene at some point in the spring semester (after the initial round of JA offers have been accepted or rejected) to determine which applicants on the waitlist should receive offers. If you are interested in serving on SelCom during winter study, you must fill out this application form by Thursday, November 3 at 11:59pm: <https://docs.google.com/forms/d/e/1FAIpQLSe85g8FeXhwSVT1a4GmdvwwzuDyNU2OBYc6yYwgJh0C0Ypblw/viewform>. JAAB will decide which applicants will serve on SelCom and inform all applicants of their application status by the end of the day on Monday, November 7. SelCom applicants

who are not selected to serve on SelCom will have until November 9 (winter study registration deadline) to enroll in another winter study course.

**Requirements/Evaluation:** Attendance and active participation

**Prerequisites:** Anyone wanting to register for the SelCom Winter Study class needs to fill out this form:

<https://docs.google.com/forms/d/e/1FAIpQLSe85g8FeXhwSVT1a4GmdvwvzuDyNU2OBYc6yYwgJh0C0Ypblw/viewform>

**Enrollment Limit:** 25

**Enrollment Preferences:** Open to students who are in the classes of 2025, 2024.5, 2024, 2023.5, and 2023 AND who are not applying for the JA role for the 2023-2024 academic year.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 M-F 10:00 am - 3:50 pm Christina F. Walsh

### **PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits**

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors and members of the Political Science Department are available to help students find placements, if necessary, but such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience. Every year, course instructors arrange for some distinct sections of this course to provide specialized fieldwork opportunities in the area for small groups of students.

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** None. Interested students must contact Paula Consolini prior to registration.

**Enrollment Limit:** 25

**Enrollment Preferences:** Political science majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Nicole E. Mellow, Paula M. Consolini

### **PSCI 22 (W) LIFT: Learning Intervention for Teens**

This mentorship-based course pairs Williams students with teenagers involved in the Berkshire County juvenile justice system. LIFT is an official Commonwealth of Massachusetts probation diversion program. This is a student-led course, sponsored by Pittsfield Chief of Police Mike Wynn '93 and Professor Cheryl Shanks, but entirely run by Williams students who have served as mentors or directors in the past. Our goal is to empower the teenagers through positive peer mentorship and allow them to take ownership of an independent project of the teen's choosing. The project and other course activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting, research, and communication, which the teenagers can then carry forward to their school, work, and home lives. The course culminates with a project presentation in which each mentor/mentee pair formally presents their work to an audience that includes professionals in the juvenile court system, state elected officials, chiefs of police, district attorneys, the teens' peers and families, and faculty and community members. Williams students are expected to attend trainings, meet with their teens three times a week, co-facilitate a final presentation, and keep a weekly journal detailing their meetings. Because LIFT is an after-school program, this course meets Tuesday through Thursday from 3:30-5:30pm. If you are interested in applying, please fill out this google form

<https://forms.gle/vWDy51KRWhDMHpJp8> - and register on PeopleSoft.

**Requirements/Evaluation:** final project or presentation, and journal and weekly statements

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students will be evaluated based on a statement of application, and the directors reserve the right to accept fewer than 10 applicants

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Mike Wynn is the Chief of the Pittsfield Police Department and graduated from Williams in 1993.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TWR 3:30 pm - 6:00 pm Cheryl Shanks

### **PSCI 319 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

#### **Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **PSYC 12 (W) Towards a Meaningful Life: The Role of Joy, Creativity, Play and Gratitude**

*What does it mean to live a full life? How does one bring joy, creativity, play and gratitude into daily living?* In this experiential course, students will explore concepts and complexities related to play, creativity, joy and gratitude across cultures and develop realistic practices for integrating these qualities into daily life. Students will participate in discussions, experiential activities, wellbeing challenges, journaling and community projects. Out of class time will emphasize practice opportunities for each of the pillars of the course.

**Requirements/Evaluation:** Final project or presentation. Weekly practice plan and reflection papers.

**Prerequisites:** ability to laugh -- out loud or silently

**Enrollment Limit:** 16

**Enrollment Preferences:** The first 16 enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Alysha B. Warren, Wendy Adam

### **PSYC 17 (W) Introduction to Art Therapy**

This course will be a multi-modal introduction to the field of art therapy. Through art-making and the study of primary source materials, students will explore the historical contexts, theoretical models, and practical applications of art therapy. Questions students will tackle: Where is the line between pathology and typically functioning? What is the role of the therapist? How can the therapist be collaborators with their clients? Who is the expert, really? What is context? How does the therapist's context inform their practice? Students will learn about art therapy in practice with a variety of populations and techniques. In addition to understanding the theoretical framework of art therapy, students will engage in a heuristic study of the role art has played in their lives. This course will be a combination of lecture, discussion, guest speakers, audio-visual material, student presentations, and art experiential.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Art and Psychology Majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Kaye is a registered, board-certified art therapist. She practices art therapy and teaches at Springfield College.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 10:00 am - 12:50 pm Kaye Shaddock

### **PSYC 372 (F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching

translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

**Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Susan L. Engel

### **REL 110 (S) Religion in Everyday Life (WS)**

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

**Class Format:** Semester-long community-based field research. Regular in-class peer-review exercises.

**Requirements/Evaluation:** regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students and sophomores; students interested in Religious Studies

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will learn a specific mode of qualitative/ethnographic writing through a semester-long field-based project. This involves many scaffolded assignments of field-based research and writing, for which they receive very regular feedback from the instructor, as well as extensive peer-review exercises. There will be a number of readings on writing style and technique, as well as class discussion and workshoping activities. The final essay will itself be developed in multiple steps.

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Zaid Adhami

### **REL 16 (W) Experiments in Mindfulness and Art Museums**

Vietnamese Buddhist Zen master Thích Nhat Hanh said, "Always there is the opportunity to live our life fully. When we drink water, we can be aware that we are drinking water. When we walk, we can be aware that we are walking." It could be added: When we view art, we can be aware that we are

viewing art. When we make art, we can be aware that we are being creative. How can we learn to become more alert and conscious to our surroundings and then apply these skills so we can enjoy a fuller, more vivid experience of life? Art holds a key to the answer, and that forms the basis of this experimental winter studies course. Using MASS MoCA's contemporary art exhibitions, explore how objects can act like gongs to bring us to the present, urging us to slow down and be aware of their embedded messages and their possible healing properties. In facilitated art explorations, we will apply contemplative tools modeled on centuries-old Buddhist and other cultures mindfulness techniques, including-but not limited to-guided visualizations, slow walking, mindful listening and chanting, and observations of breathing. Additional experiments will feature opportunities to tune into the creative spirit that we all possess in guided art-making activities to process the overarching course philosophy (based on John Dewey) that "art is experience." This course will take place at MASS MoCA twice weekly for 3 hours each session. Students will work with MASS MoCA's director of education and curator of Kidspace to experiment with "ArtInSight," MASS MoCA's three-pronged pedagogy that includes arts-based social justice conversations, mindfulness-based insight activities, and art-making exercises to deepen connections to the art on view and to one's own creativity. Guest artists will be brought in to further explore mindfulness and the arts. While this is a great opportunity for art/art history and religion majors, students are not required to already have mindfulness or art-making practices

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference will be given to art and religion majors, juniors and seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Laura Thompson, EdD, is MASS MoCA's director of education and Kidspace gallery curator. Laura has worked in arts and museum education for more than three decades and is a certified Kripalu meditation teacher.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TBA Laura Thompson

### **RUSS 25 (W) Williams in Georgia**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. We will visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. Students will submit weekly reports on their work while in the country (6 pages in total or the equivalent in another medium), as well as an overall reflection (4 pages or the equivalent in another medium) upon their return from Georgia.

**Requirements/Evaluation:** weekly reports on their work while in Georgia (6 pages in total or equivalent in another medium); overall reflection (4 pages or equivalent in another medium) upon return

**Prerequisites:** none; knowledge of Georgian or Russian is not required

**Enrollment Limit:** 8

**Enrollment Preferences:** interested students must attend an informational meeting and submit a short essay about their interest in the course

**Expected Class Size:** 8

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,340

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Julie A. Cassidy

## **SOC 16 (W) The Lives of Infamous Men**

Michel Foucault is famous for his analysis of how power and knowledge are interwoven in institutions such as the prison or the clinic. Less well known are the life stories that Foucault exhumed from the archives of these institutions. These stories, such as that of a parricidal peasant assumed to be insane and an intersex individual raised in a convent but later legally identified as a man, provoke questions about the self, identity, knowledge, power, and resistance. We will explore the violence done to lives when they are made to conform to the neatness of the archive and ask how we might do justice to these lives as historians. This class will include a research project in which students will collaborate to curate a biographical exhibit in the Williams Library.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William Stahl is a political theorist researching the politics of biography. Previously, he has taught at New York University, Abu Dhabi and the University of California, Los Angeles.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am William Samuel Stahl

## **SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

### **Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **SPEC 11 (W) Investing: Real money in a Real Fund**

As we explore the world of investing, we'll focus on how to think about valuation, including both public and private firms/investments. Along the way, we'll touch on a host of topics: basic financial accounting, investment instruments, corporate capital structure, portfolio theory, equity and fixed income markets, derivatives, securities analysis, portfolio management, market efficiency, the role of benchmarks, non-financial drivers (ESG, etc.) and algorithmic trading versus fundamental investing. We'll conclude with some thoughts on behavioral finance and its impact on markets. Students will present/teach various topics in the first two weeks culminating in investment pitches to invest the Williams Investment Group's funds. Students will continue to work as a group to actively manage a live brokerage account for the balance of the year through Thanksgiving of 2023. During winter study, will meet three times each week (likely T/Th/F) for two hours each time. Students should expect to put in as least as much time out of class as in.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** There are no prerequisites. Students will apply for spots via two very short short answer questions. There's no mathematical prerequisite, but a comfort with basic algebra and Excel is helpful.

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to Sophomores and First-years, with a slight nod to students exploring a possible interest in finance.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** David '90 P'20, a Founding Partner of Triangle Peak Partners, a venture capital firm, graduated from Williams with Honors in Mathematics. He worked for Bain & Co., MAC Group, and Faye Sarofim & Co. He also holds an MBA from Stanford University.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TRF 10:00 am - 11:50 am David Pesikoff

### **SPEC 12 (W) Connecting the Dots: Intro to Career Development**

In this course, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their search for meaningful work. Together, the class will embark on a path of career exploration, to uncover and expand knowledge of potential paths. Students will practice lifelong career development skills, from identifying and building their network of mentors, to uncovering the hidden job market, to crafting compelling stories in resumes, cover letters and interviews, and more. Sessions will consist of lectures, group and individual activities, panels, and group discussions. Utilizing activities inspired by Kate Brooks' "You Majored in What?" Burnett and Evans' "Designing Your Life," and the 2022 update of Dick Bolles' classic "What Color is your Parachute?," each meeting will be active and engaging. Because career and personal development happens in every aspect of a student's college experience, we'll feature several visitors from within the Williams College community (peers, alumni, faculty, and staff) to foster networking connections and help students pursue their interests on campus this spring and beyond. Homework will include reading career theory, watching videos, listening to podcasts, working on resumes, cover letters, and internship search action plans, conducting informational interview in fields of interest, planning group and individual presentations on emerging topics in career development, a 2-5 page final reflective paper, and developing their framework for an e-portfolio that they can continue to use throughout their time at Williams. Because of the iterative nature of reflection and exploration, this course has something for students at every stage. However, students who are just getting started articulating potential career aspirations and/or are open to uncover new career paths may benefit most.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** First year students and those who are undecided about their career paths.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Janine Oliver, Director of Career Education, is a high energy idealist. Her background as a special education teacher, mental health counselor, experiential/outdoor educator, and confused college student informs her work as a career educator.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MWF 1:00 pm - 2:50 pm Janine E. Oliver

### **SPEC 15 (W) Past Patterns, Future Visions: Data in the Museum**

The course introduces students to analyzing and visualizing humanities data with a focus on questions that are critical to the future of art museums and other cultural heritage institutions: How can the format and content of museum metadata, especially collections catalogs, be used to promote works of art, and the people and cultures who created them, that have been marginalized? How can museums use data and data analysis in ways that are transparent, accessible, and allow for critique? How can we use data visualization and data storytelling to make museum collections more accessible and welcoming? Students will spend about six hours a week in class learning tools and approaches to humanities data and discussing case studies of museum and cultural heritage data projects at institutions like the Getty and National Gallery of Art. We will use the Williams College Museum of Art Data set, often alongside data sets from other museums, to explore different approaches to data using methods like mapping, text analysis, and network modeling. Outside of class, students will have short readings on different approaches to humanities data and the challenges of humanities data, as well as short assignments that work toward the final project. The final project will be a data analysis and visualization project, with accompanying project journal, on a topic of the student's choice incorporating WCMA's data set.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** There are no prerequisites. However, students will find the class more approachable if they have already worked with data in spreadsheet formats like google sheets or excel (for example, sorting content and using basic formulas).

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Beth Fischer '05 is the Postdoctoral Fellow in Digital Humanities at the Williams College Museum of Art, where she develops digital resources and provides consultation and training in the use of digital tools and methods for museum objects.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 1:00 pm - 3:50 pm Beth Fischer

### **SPEC 16 (W) Stress reduction and focus-finding with kanban: managing self and workflows in small steps**

This course will give students guided instruction and direct practice in using a series of tools intended to help them reduce their stress, improve their focus, and get more out of their learning time. This is the daily practice of personal Kanban and Kata. Using the flipped classroom model, students will spend their time outside of class encountering learning content so that their time in class can be spent practicing and doing the skills of Kanban-Kata, so as to apply the tools of stress reduction to their own lives. As they learn these valuable tools and processes, rooted in an Agile framework, students will also be learning a set of sought after career skills that many companies (most of the technology and finance sectors) hire consultants to deliver to industry leaders. Because of the premium employers put on this collaborative skill-set in the current hiring market, students will benefit from this course not only by learning a proven way to decrease stress and increase focus in their own lives but by establishing a foundation of readiness to enter team-based work environments upon graduation from Williams. Students will read selections from the following works: J. Smart, *Sooner, Safer, Happier*; M. Rother, *KATA*; L. Tilman, *Agility*; Benson & Barry, *Personal Kanban Mapping Work Navigating Life*; C. Walker, *From Contempt to Curiosity*; and S. Tendon, *Hyper-Productivity for Knowledge Work Performance*. Students will leave the course with the following abilities: 1. Better visualize your work to clear your mind: Create your workspace; Modify your workspace as circumstances change; Sort your work items. 2. Better flow your work to create progress: Leverage Work In Progress [WIP] limits; Break stressors down into smaller pieces. 3. Better attack your challenges: Understand current state of challenge; Define target state/resolution. Students leave the course able to continue running their personal organization system thereafter.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** Willingness to try new things and to welcome a sense of play in the pursuit of knowledge.

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors, juniors, sophomores, then first-years

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** For more than two decades Simon has supported learners and leaders from a range of backgrounds and institutions in reducing stress, creating focus, and collaboratively accelerating their learning. He believes our obstacles are also our way forward.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 Cancelled

### **SPEC 17 (W) Personal Resilience in the Face of the Climate Crisis**

Climate anxiety has been demonstrated to negatively impact students worldwide. Hickman et al. (2021), for example, reported that 59% of young people are very or extremely worried about climate change, and 45% say it impacts their daily functioning (2021). In the face of very real environmental challenges, this response is understandable but can lead to feelings of helplessness and inaction. This course seeks to explore the concept of resilience while developing practices for students' own well-being so they can be part of climate solutions. This course will build personal climate resilience in two ways. First, by exploring stories of hope through readings and local field trips, students will learn from people who see reason for action and have found concrete ways to promote equity and resilience in their own communities. The primary text will be "All We Can Save," a book composed of essays, poetry, and art of women leading climate adaptation and mitigation strategies. Local field trips will visit organizations focusing on food sovereignty, material reuse, and environmental justice. Second, students will learn concrete skills in both self-care and personal climate action. Taking small steps in the right direction like these can help students regain a sense of agency that is often lost in the face of issues as large as climate change. The course will meet 3x a week for 2-3 hours at a time. The classes will rotate between reading discussions, field trips, and skill development classes. Out of class work will involve readings, preparing for the paper and presentation, and selected local events. The means of evaluation include a short essay exploring an author from the text in more depth, as well as sharing a personal resilience skill that they currently practice with the Williams community in the form of an interactive demonstration.

[https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00278-3/fulltext)

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with a demonstrated interest in climate, sustainability, environmental justice, and mental health will be given preference. This interest can be demonstrated in terms of work experience or coursework.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Christine Seibert is the Sustainability Coordinator for the Zilkha Center for Environmental Initiatives and is working toward a master's degree in sustainability from Harvard Extension School.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 WF 10:00 am - 12:50 pm Christine Seibert

### **SPEC 19 (W) Exploring Healthcare**

Experience in a healthcare environment is essential to exploring the health professions. Through this experiential course, students have an opportunity to clarify their understanding of the rewards and challenges of the practice of allopathic and osteopathic medicine, veterinary medicine, dentistry, allied health professions, or public health. Students will participate in an intensive shadowing internship through a self-identified placement in a geographic location of their choosing. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions and to learn about the systems within which healthcare is delivered. Students will be introduced to fundamental concepts related to patient interviewing, diagnosis, and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region, and expand their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their healthcare experiences

with a dual focus: from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally, and these sessions will now be offered remotely so that they can be attended by both on-site and off-site students and to facilitate a broader range of speakers. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and/or factors affecting the health of individuals and communities. They will write a final reflective paper on their experiences. Students are welcome to participate in self-sourced shadowing or volunteering internships in a geographic area where they have housing and transportation. Learn more about sourcing your own shadowing opportunity here. Additionally, we are currently assessing the interest level and capacity for facilitating placements through the '68 Center. **Please fill out this interest form**

**(<https://docs.google.com/forms/d/e/1FAIpQLSf18HwsCTs5UrAW6CEqnquyE-Eraya4OkXjvifswJgcoifRHQ/viewform>) by October 28, 2022 and we will get back to you during the first week of November about what opportunities will be available within SPEC 19.**

**Requirements/Evaluation:** a 10-page paper; participation

**Prerequisites:** open to current sophomores, juniors, and seniors

**Enrollment Limit:** 40

**Enrollment Preferences:** Brief application required Priority will also be given to juniors and seniors who have not previously taken the course

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

INT Section: 01 TBA Janine E. Oliver

### **SPEC 21 (W) Career Exploration: Winter Study Internships!**

Internships amplify academic learning, empower professional development, and increase students' career options. SPEC 21 offers students the opportunity to learn beyond the classroom by providing substantive applied learning experiences focusing on issues such as racial justice/social justice, non-profit/community service, government/policy/law, environment, education & many more! Students have the option of applying to the designated SPEC 21 WS internships posted on Handshake, or to submit self-sourced WS internships. For WS 2022, remote, hybrid, and on-site internship opportunities are eligible. Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. Previous WS Internship Sponsors include: Stockbridge Munsee Community Band of Mohican peoples, Berkshire County Chapter, NAACP, Vera Institute of Justice, Nuclear Age Peace Foundation, and many others! Throughout the month, students will reflect upon their experiences: Impressions about the organization and its workplace culture. Insights about the structure of their role, the organization and the industry. Professionally-What they have learned about themselves within a professional environment; may solidify an interest in a particular industry and build upon this experience when pursuing future opportunities or support the decision to change direction and explore a new industry. Academically-Future course selection, selection of major, and enhanced, grounded, contributions to class discussions. Williams College Alumni/Parents and other employers will be recruited as Winter Study (WS) Internship Sponsors and create meaningful projects/experiences during the month of January. It is expected that our WS Sponsors will mentor the Williams intern(s) during the course, meet with intern(s) on a regular basis to discuss projects/goals/challenges for the week, and support students' success.

**Requirements/Evaluation:** Short paper and final project or presentation. Students must write a short paper that will become a public record and used as a resource by future students or create a 3-5 minute video; weekly assignments will include completing a Career Action Plan and responding to three questions posted to the EphLink WS Discussion Group. In addition, SPEC 21 winter study interns will have the opportunity to participate in a Winter Study Internship/Summer Experience Fair, career panel discussions, or '68 Center workshops.

**Prerequisites:** Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if they have questions about specific WS internships listed in the SPEC 21 syllabus or self-sourced WS internships.

**Enrollment Limit:** 150

**Enrollment Preferences:** 1st priority- Designated SPEC 21 internships posted on Handshake-WS Internship Sponsors select students based on their applications/possible interviews. 2nd priority-Separate application/evaluation process for students with self-sourced WS internships.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Dawn M. Dellea

### **SPEC 23 (W) Climate Change Science and Solutions: A Practical Guide for protecting our Climate**

The course couples climate change science with a rigorous investigation into solutions that are fair and equitable, economically and technologically feasible, and supported by research in social psychology and behavioral change. It covers the physical basis of global climate change, measurements and climate models, and links them with the psychology of risk perception, social influence, and collective action. The course is motivated by the fact that despite broad scientific consensus on the origins and risks posed by climate change, public and governmental mobilization around the issue has remained remarkably limited. The course is conducted seminar style and includes individual and group projects. We start with the global carbon cycle and the role of greenhouse gasses in the atmosphere. Climate scientists use powerful models and large amounts of data to track past and predict future changes in the climate. We will look at the building blocks of these models and how they feed into reports such as the Intergovernmental Panel on Climate Change (IPCC) Assessment. Next, we will examine climate change solutions. In individual and group projects we will take a look at renewable energy, sustainable farming and forest management practices, dietary changes, and more to assess their potential for reducing carbon emissions, costs, socio-economic fairness, and political acceptance. This will help us become knowledgeable in designing climate solutions at different scales, for diverse communities and various cost constraints. I also plan for us to visit a few sites and hear from guest speakers. Your final project will be a presentation of a realistic and impactful action to combat climate change that uses the scientific, technical, cultural, and climate justice knowledge gained in the course. Your peers will have the opportunity to critically examine your proposal, ask questions and together practice being effective advocates for climate change action.

**Requirements/Evaluation:** Short paper and final project or presentation; Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** 24, if over-enrolled, student selection will be by timestamp of enrollment record or by random selection

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** As director of the Zilkha Center, I have deep knowledge of climate change science & policy, experience teaching in higher ed (faculty member), and an active research record. I hold a PhD in envi stats & policy and have worked at UN, NRDC, think tank.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **SPEC 24 (W) Class of 1959 TeachNYC Urban Education Program**

SPEC 24 Class of 1959 TeachNYC Urban Education Program Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$400

**Attributes:** EXPE Experiential Education Courses

Winter 2023

INT Section: 01 TBA Tracy Finnegan

**SPEC 26 (W) Entrepreneurship Essentials: the Mindset, the Method, the Reality**

Entrepreneurship is the art and science of generating and applying ideas that solve real-world problems. In this course, students will learn the entrepreneurial method and discover where ideas come from and how they are vetted through the customer discovery process. Students will visit numerous Start Ups and meet dozens of entrepreneurs and their co-founders, funders, and employees to learn what happens, what to watch out for, and how to think about entrepreneurial opportunities. The course will begin in WT (3hrs/day, 9 days) with a review of the idea development tools used in today's startup environment, particularly those pioneered by the Stanford d.School such as the Business Model Canvas and Design Thinking. Particular focus will be on customer discovery and how one determines if an idea is worth pursuing, the "pivots" along the way, and the adaptive mentality needed in a startup. We will also look at the creative process from a personal perspective - how can each student learn to think creatively and what actions can they take. We will compare the creative process in different disciplines to see what is different and what is the same. The second half of the course will take place in San Francisco where we will tap into the strong Bay Area alumni network allowing us to visit start-ups and fast-growing tech companies to compare how they approach their markets. We will look at the influence of company culture, different financing models, and the entrepreneurial ecosystem of the Bay Area. Students will also be given a consulting project from an alumni-run company addressing a current and as yet unsolved problem. Readings: *The Lean Start-up* by Eric Ries, *Thinking Course* by Edward deBono's, *Where Good Ideas Come From* by Steven Johnson, *The Mom Test* by Bob Fitzpatrick as well as articles and podcasts.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** No academic prerequisites

**Enrollment Limit:** 12

**Enrollment Preferences:** Students with a demonstrated interest in Entrepreneurship

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tonio has many years of entrepreneurial and business experience both in the US and internationally. These include the launching of a German language TV channel and inventing a fabric gift wrap product. Bowdoin with an MBA/MA from Wharton/UPenn.

**Materials/Lab Fee:** \$3,100

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Tonio Palmer

**SPEC 29 (W) Down the Road and Across the World: Transformative Education in Pittsfield Public Schools**

By the time you graduate high school, you will have spent somewhere around 12,600 hours sitting in classrooms. When you're a student, you only experience one class at a time-but have you ever thought about the work that goes into running an entire district? From choosing a curriculum to training new teachers, from spending a \$65 million budget to hiring over 2,000 employees, there are countless decisions that district administrators need to make each day. How do they design a school system that meets the needs of thousands of students, and what is their role in creating a more equitable society-starting in pre-school? Over the course of your Winter Study, you will work closely with Judy Rush, Curriculum Director, and Ryan Buggy '19, Equity of Learning District Data Coordinator at Pittsfield Public Schools. Each week, we will explore a new topic within K-12 education, such as the use of data to eliminate identity-based opportunity gaps, the alignment of instructional practices with scientific evidence, and the different services we provide to meet the needs of a diverse range of students. Throughout the entire month, you will also try your hand at creating curriculum resources for our teachers-and even get a chance to use them yourself with students of your own. We will meet once a week virtually and twice a week in person for a total of ~12 hours. During virtual sessions, we will check in on the curriculum design projects and discuss readings from texts such as *The Knowledge Gap* by Natalie Wexler, *Solving Disproportionality and Achieving Equity* by Edward Fergus, and *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. Then, during our in-person sessions, you will have the opportunity to sit-in on meetings between educational administrators and ask questions about their roles. You will also spend some time in the classroom, seeing what it's like to teach in a high-needs public school district, and discuss it with your peers over dinner.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, students will be asked to provide a brief summary (1-3 paragraphs) of relevant K-12 experience and explain why they're interested in the course, particularly if they're considering a career in public education.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **SPEC 30 (W) Emergency Medical Technician Training**

This course will prepare students for the National Registry of Emergency Medical Technicians (NREMT) certification, a first step towards applying for state licensure. Upon successful completion of this course and the Commonwealth of Massachusetts Psychomotor (Practical) Examination students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) computer-based cognitive exam. Please note that this course requires an intensive time commitment both in the classroom and for self-study. SPEC 30 is a full-time commitment. Classes will be held Tuesdays and Thursdays from 9 a.m. to 3 p.m. and there will be a significant amount of required work to be completed outside of class. **If you're interested in registering for SPEC 30 please fill out this Application Form:**

[https://docs.google.com/forms/d/e/1FAIpQLSfjXLEkEB3nJzDKIdYwy0-69a6RxeWEm\\_ZRbRwA3R-aX6Z9fw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfjXLEkEB3nJzDKIdYwy0-69a6RxeWEm_ZRbRwA3R-aX6Z9fw/viewform). **The deadline to apply is October 28th, 2022.** There is a \$1,400 cost associated with this course, if this is a barrier to entry for you we will work with financial aid to find a way for you to participate. Those who have a strong interest in healthcare and would actively utilize this training are encouraged to apply.

**Requirements/Evaluation:** comprehensive quizzes; participation

**Prerequisites:** Open to all class years. All participants must be 18 years of age or older.

**Enrollment Limit:** 24

**Enrollment Preferences:** Priority will be given to students who have not taken SPEC 19 or those who have participated in the on-campus version of SPEC 19. A short application essay might also be required.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$1400

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 3:50 pm Janine E. Oliver

### **SPEC 33 (W) Community Arts in Education**

In this course, students will explore the diverse opportunities that fall within community arts and education. As part of the exploration students will research the work of artist educators and arts education programs in a variety of community contexts, develop skills to plan, implement and evaluate arts education programming, and document creative processes and arts education program outcomes. Examine the opportunities for artist-educators in a variety of settings. Develop skills as community arts practitioners including program design, implementation, documentation and assessment. Explore education theories grounded in social justice education with a focus on diversity, equity, and inclusion. Explore the creative process as a means of activism, community development, and youth development. Explore flexible strategies in arts integration across art forms Students will explore community arts education examples across a variety of settings, matching individual interests and career paths. Each student will participate in the design and implementation of a community arts education program providing a practical, real-world experience that links theory and practice. We will meet as a class 3 days a week for 2-3 hours. Each class will have: -a hands on exploration of arts based strategies that can be used flexibly to foster learning, -discussion of the readings/viewings -students will draw from the Integrating the Arts Across the Curriculum text, and a series of video examples. -writing/reflection -students will design their own mini-workshop based on their area of interest Students will have about 7-8 hours of class time and will also have the opportunity to present their final workshop plans

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** I would prefer a limit of about 15 students in order to be able to allow for presentations of student workshop ideas engaging the class in experiential exploration.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 1:00 pm - 3:50 pm Lisa M. Donovan

### **SPEC 34 (W) Reading, Writing, and Eating**

You may have heard that the way to one's heart is through their stomach. How can something as fundamental as food help us understand more about our identity? How can food help us write creatively and convincingly about who we are, whom and what we love, and what we stand for? In this course, we will read about growing, eating, and cooking food, as well as about dining out. We will write in response to the texts we're reading and to the food we're eating. Our goal is to learn how to engage in critical analysis and self-inquiry to better understand writing skills like argument, analysis, grammar, and style, and how to write the personal for a public audience. This course is designed to support students who need extra instruction in the fundamentals of English composition, especially students for whom English is an additional language. Readings and texts will include excerpts from Zauner's *Crying in H Mart*, Lee's "Coming Home Again," Laymon's *Heavy*, Foster Wallace's "Consider the Lobster," Chang's *The Next Thing You Eat*, and more. We'll meet for six hours each week, and the class will occupy significantly more time outside of the classroom—roughly twenty hours a week—during which you'll be engaged in the writing process, the eating experience, and reading for class. There will be at least one group meal at a local restaurant. Students will write three major assignments: a narrative nonfiction essay and two longform reviews.

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** N/A

**Enrollment Limit:** 12

**Enrollment Preferences:** This is a course ideally for EAL students

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Elizabeth Mikesch is the author of *Niceties: Aural Ardor, Pardon Me (Calamari)*. She teaches at the Bard Microcollege in Holyoke, UMass Amherst, and sometimes Smith.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 02 MW 1:00 pm - 3:50 pm Elizabeth Mikesch

LEC Section: 01 Cancelled

### **SPEC 35 (W) Making & Managing Choice with Design Thinking**

The course will introduce Design Thinking (or Designerly Thinking) as a practice for making and managing choice across a broad range of meaning-making scenarios, from problem-solving to innovation. Design Thinking enables people to create multiple opportunities for positive change that may consist—in a worst-case scenario—in failing fast, and failing cheaply. While learning and practicing Design Thinking participants will develop empathic listening, problem framing, divergent and convergent thinking, creative and analytical problem-solving, risk and failure management, visualizing information, and cross-disciplinary teamwork, among other skills. The course consists of daily (Monday through Friday) 75-minute *sessions* of instruction, followed by approximately 3 hours of self-directed, practical *fieldwork* in teams of 5 to 6 people. Each session will consist of four components: 1. a presentation, recap, or variant of the framework of Design Thinking (including references for further reading, listening, or viewing as appropriate); 2. a description of a specific practice within the framework; 3. illustrations of that specific practice with real-world examples; 4. a description of the self-directed fieldwork assignment, with clarifications as required. Following the first fieldwork assignment, each session will begin with Q&A on challenges or other considerations that arise from the previous sessions' assignment(s). Each team may choose a practical topic to work

on in the field for the duration of the course. The topics may be original with each team or shared. We suggest topics familiar enough to the participants to avoid steep learning curves, but not to the point of risking too much bias during the problem framing. The instructor will provide a template for teams to present the outcome of their project during the last session. Failed projects will be integral to the learning experience, and accepted as deliverables.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Applied arts or applied sciences majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Trained in architecture, engineering, design, and city planning, Ralf Korbmacher has practiced Design Thinking since 1988 to create growth opportunities for businesses, GOs, NGOs, and cities in the Americas, Europe, the Middle East, and North Africa.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 MTWR 1:00 pm - 2:50 pm Ralf Lothar Korbmacher

### **SPEC 37 (W) Drum2Talk: Rhythm, Relationship, and Race**

The students will create music cooperatively in drum circles using West African percussion instruments and participate in guided conversations about Race in America. Recognizing that racism has a profound impact on the lives of ALL Americans, the course will offer many opportunities to engage in and benefit from the emotionally healing aspects of rhythmic expression. The course will be expected to engage with selected readings and audio/visual from the deep breath of literature and media materials on Race, Identity, and Wellness. Additionally, drawing on our class conversations, the students will write and reflect daily in their journals. Although the journals are only for the eyes of the author, the students will submit a 2-page "Reflection of Position paper" due at the beginning and end of the course. The students will learn several important West African Ensemble pieces and the cultural context they fit into their country of origin. The participants will develop and practice the skills of Drum Circle Facilitation in their expected regular small group practice/"jam" sessions outside of the class. They will develop and use rhythmic improvisational skills. They will be able to publicly perform these West African Drum Ensemble rhythms. The students will be expected to have daily conversations with others outside of the course on issues around Race in America, reflect on those conversations in their journals daily, and summarize the essence of those conversations in the class.

**Requirements/Evaluation:** Regular appropriate full participation in discussion about the readings, media materials, and the drumming. Writing reflections in their journal from the frequent conversations they will be expected to have with persons outside of the course. There will be a public performance of the rhythms and music learned during the process of the course.

**Prerequisites:** This course is primarily for those with NO EXPERIENCE playing West African instruments however all levels and ranges of experience are welcomed and will gain in skill level. The primary focus is participation in conversations about Race and Racism.

**Enrollment Limit:** 16

**Enrollment Preferences:** 1.) Those with a stated STRONG desire to engage in conversation on race and identity. 2.) Those willing to explore their own family's relationship to the issues of racism.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Otha is a Drum Circle Facilitator working with a wide range of clients from corporate thru all levels of education, and Wellness. He has taught music at various schools in New England, including Williams College. He has toured as a Concert Pianist.

**Materials/Lab Fee:** \$300

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TW 4:00 pm - 7:00 pm Otha L. Day

### **SPEC 95 (W) Gaudino Fellowship: Immersive Engagement and Reflection**

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study, based upon a proposed domestic or foreign collaborative project. Student teams should organize their proposed projects around two main components: direct encounter with otherness and self-reflection. Projects will be evaluated on whether they subject the students to "uncomfortable learning", i.e. having an experience that challenges and perhaps alters one's view of what it is to live a good life and the group's commitment to incorporate separate home stays for each fellow as part of their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience. N.B. Each prospective team needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group application by September 30. Application guidelines can be found at [winterstudy.williams.edu](http://winterstudy.williams.edu). Each student is expected to write a short (3-4 page) self-reflection before leaving for WSP, keep a journal of their experience, as well as write a 8-10 page paper by the end of the Winter Study period reflecting on their experiences and what has changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board's spring meeting in April. The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to \$2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** selection is made on basis of proposal

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Once proposals are approved, the Registrar's Office will register students.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

IND Section: 02 TBA Benjamin Twagira

IND Section: 01 TBA Gregory C. Mitchell

### **STAT 19 (W) Chess and Speed Chess**

This course will present a fast and fun introduction to chess, speed chess, and multi-player variants of classical chess. We'll begin with the rules of chess, and a study of classical openings, theory, checkmates, and endgames. These concepts will be practiced through in-class games. We will always make use of chess clocks, limiting a player's total thinking time. Chess clocks are an important part of tournament chess and speed chess, and are critically important in several chess variants we'll explore. This will open up your eyes to the high-paced, social, and extremely fun nature of recreational chess. Students will immensely enjoy learning and playing these variants, and will be surprised at how much fun chess can be. The course will culminate in a series of informal tournaments among the class.

**Requirements/Evaluation:** Short paper and final project or presentation. In-class tournament participation

**Prerequisites:** Prior chess experience

**Enrollment Limit:** 20

**Enrollment Preferences:** Please submit a brief statement of your present chess knowledge and experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

### **STS 250 (F) Environmental Justice (DPE)**

**Cross-listings:** STS 250 ENVI 250

#### **Secondary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 250 (D2) ENVI 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

**Not offered current academic year**

### **STS 370 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

#### **Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 02 Cancelled

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

### **THEA 13 (W) Stitch Circle: Knitting as Social Practice**

Do you knit? Have you ever wanted to learn how to knit? In this studio course, intended for both beginners and more advanced knitters, students will come together to experience the joy, fun, contemplative practice, and social activity of the stitch circle. Working with The Spin-Off yarn shop in North Adams, students will select an accomplishable project suited to their unique skill level (scarves, hats, blankets, mittens, socks, tea cozies, etc.). Establishing our class as a knitting circle, we will gain practice as knitters, working towards the completion of our individual projects. But we will also spend time in the circle discussing and learning about knitting as a social practice, one often involving women or historically marginalized social groups. During the term, students conduct independent research on a particular knitting practice, form, or cultural/regional type of knitting, sharing their discoveries with the group in the form of a brief oral presentation and accompanying poster. Each student will also be responsible for curating a "playlist" of music chosen for each circle. At the end of the term, we will share our knitting projects and research with the community by way of a class exhibition. Students should be prepared to spend time knitting outside of class. A field trip to The Spin-Off shop to select and obtain materials is mandatory. We may also take a field trip to a nearby fiber animals farm and fiber mill to learn about the process of raising animals for wool as well as spinning, carding, dyeing, and manufacturing wool.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** In overenrolled, preference will be given to students with some experience in the creative arts, whether visual or performance based.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$50

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 Cancelled

### **THEA 15 (W) The Red Nose Clown**

The Red Nose clown. This intensive will push students to find their most vulnerable self. To be in front of an audience without their social mask but rather with the smallest mask in theater, the Red nose. The red nose reveals the naive, the idiot, the most evident state of an actor before it starts acting. To be stupid, really stupid, not act stupid is the hardest task for an actor. To be true, to go beyond the "trying to be" but really just be there in

front of an audience in the present moment is a gift for any artist. The red nose allows us to see humanity in its most disconstructed state. It makes us laugh, because we are all living off balance trying to keep up with all the bumps along the road and pretending that we've got it all figured out. The clown doesn't pretend, it tries hard to survive. And somehow that makes us laugh. This intensive will guide you to see and be seen by an audience. To try to be the best at something even if you're not, to live through the "flop", the failure of success. You will discover your "idiot" and interact with other clowns to create pieces that will be shared with an audience. To make us laugh. Or maybe smile? Or maybe cry... Humanity is so complex and the clown flirts with its intimacy to remind us that it's ok to fall, it's ok to want to be the best, to be pretentious because we care so much. The clown is not ironic. It is sincere... and it is that sincerity that touches us and makes us laugh and understand one another more.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors, prospective Theatre majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 R 1:00 pm - 4:00 pm F 10:00 am - 12:50 pm Emmanuelle F. Delpech

### **THEA 22 (W) A Filmmaker's Workshop**

This 4 week filmmaking workshop will culminate in screening of 6- 8 short films which are written, acted, directed and edited by students. The class is taught by actress Jessica Hecht and her husband director/writer Adam Bernstein. The project was offered in 2019 and accommodated 30 WS students. We would love to offer it once again with a slightly deeper focus on writing and direction. The key to this project is collaboration in the creative process. Each week there will be approx 8 hours of in class time and 10 -12 hours of practical work outside of class. The week we shoot ( week 3) will be the most demanding. Supplemental reading and film viewing is recommended. We will offer a set of resource materials. The weekly structure is as follows: WEEK ONE : Fundamentals of filmmaking -The Writer's Approach Our first week allows students to look at several examples of shorts films and experiment with writing prompts and improv exercises to build familiarity with how to structure a story. The week culminates in the formation of groups (4-5 students each) whose interest in a specific area of production has been noted. Scripts will be generated from these groups. We will read and discuss changes with each group. All students participate as needed but will have more responsibility in one self chosen area. WEEK TWO: Fundamentals of TV and Film Direction The skills of screen acting vs acting on stage As scripts are being refined, participants will be schooled in basic shots, the director's role and the actor's preparation. Scripts are due by mid week, casting is completed by Friday WEEK THREE: Shooting a Film Groups are schooled in the organization of a shoot and the essential jobs of the crew. Films are shot over three days - a Final Pro vs AVID editing workshop completes the week. WEEK FOUR: Completing the Filmmaking Process. Films are edited and music added for the first 3 days of week. A public screening is organized to com

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** one semester of Theatre or Studio Art; you may contact us for consideration if you do not meet that standard

**Enrollment Limit:** 32

**Enrollment Preferences:** if the course is over enrolled, Theatre Majors and next Studio Art Majors will take priority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jessica has made over 100 appearances on television series. She's a Tony and Emmy nominated actress having appeared on Broadway a dozen times. Her husband Adam Bernstein is an Emmy award winning TV director.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 Cancelled

### **THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

**Primary Cross-listing**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

**Not offered current academic year**

**THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**WGSS 26 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment**

This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health -- especially Covid and HIV -- women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture where women have created and continue to build cooperatively owned enterprises, a West African country that has had a good degree of success fighting Covid and consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of

tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** Preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment.

**Enrollment Limit:** 6

**Enrollment Preferences:** Preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment. Students applying for the class will be asked to provide the instructor with a statement of purpose.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$4,845

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Kiaran Honderich

### **WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

#### **Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

# FILM AND MEDIA STUDIES

Advisors: Professors: B. Mladenovic, S. Rosenheim.

Film and Media Studies is a vibrant interdisciplinary field. It studies traditional visual and audio-only forms, such as film, television and radio, as well as new media such as podcasts, video installations, interactive video projects, video games, augmented reality, animation, streaming video and other forms that will undoubtedly emerge in the future. Given the explosive growth in the variety of moving-image media, and their penetration into entertainment, art, science and public discourse, the study of film and related media must encompass a variety of theoretical approaches and must cultivate a number of specific skills in production and analysis. Production and analysis feed into each other, together providing the necessary tools for understanding why and how the moving image generates meaning in the world. The field of film and media studies thus unites numerous aspects of production, theoretical lenses of analysis and interpretation, and critical understanding of the complex relations between media and larger social and cultural forces.

Students interested in Film and Media Studies will naturally take different paths through the numerous relevant courses offered at Williams. It is however strongly recommended that they seek a balance between production courses (most of which are offered by Art Studio, Computer Science, and Theatre) and theoretical courses (offered by numerous departments in Divisions I and II). This will help students to think critically both **about** and **with** moving images, in the same way that they think with and about words.

Currently, students interested in film and media can major in the field only through the Contract Major. Guidance on course selection (with or without the aim of completing the contract major in film and media studies) can be sought from the faculty with whom students take the first couple of film and media courses. In addition, professors Bojana Mladenovic (Philosophy), and Shawn Rosenheim (English) have volunteered to serve as advisors to students interested in this field.

## FMST Core Courses

### AFR 110 (S) Television, Social Media, and Black Women 'Unscripted'

**Cross-listings:** AFR 110 WGSS 111

#### Primary Cross-listing

Nene Leaks, Issa Rae, Zendaya, Oprah Winfrey, Lavern Cox and Joy Reid have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

**Requirements/Evaluation:** class participation, podcast, vlogs, 10-page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** First year Students

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 110 (D2) WGSS 111 (D2)

**Attributes:** AFR Core Electives FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

## **AFR 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

### **Secondary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

## **AFR 321 (F) Trending Black: Race & Social Media in the 21st Century**

The 21st Century ushered in new and exciting ways for people to communicate digitally. With the creation of social media outlets like Facebook, Twitter, Instagram, and more recently TikTok, connecting with the world is literally one click, or selfie away. Though much of the attention around social media is focused on people with race and educational privilege, people of color have created their own spaces to curate, articulate, and produce culture. Through the methods of rhetorical criticism, critical discourse analysis, cultural criticism and ethnography, we will investigate the ways Africana cultures, specifically in the United States, utilize social media to shape community and influence popular culture. This course will give students hands-on experience analyzing various texts, and a deeper understanding of rhetorical methodologies.

**Requirements/Evaluation:** class participation, response papers, and a final research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomores, juniors, seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses

**Not offered current academic year**

## **AFR 337 (S) Queer in the City (DPE)**

**Cross-listings:** AFR 337 AMST 337 WGSS 346

### Secondary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 337 (D2) AMST 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### AFR 339 (S) The *Banlieue* in Literature, Music, and Film (DPE) (WS)

**Cross-listings:** RLFR 300 AFR 339 COMP 336

### Secondary Cross-listing

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and "*banlieue* lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the *banlieue* (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the *banlieue*), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

**Attributes:** FMST Core Courses

Not offered current academic year

### **AMST 205 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

#### **Secondary Cross-listing**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

### **AMST 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

#### **Secondary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

### **AMST 333 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

#### **Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

### **AMST 337 (S) Queer in the City (DPE)**

**Cross-listings:** AFR 337 AMST 337 WGSS 346

#### **Secondary Cross-listing**

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community,

pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 337 (D2) AMST 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **AMST 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

### **ANTH 225 (F) Ways of Seeing**

This course examines the potential of images for revealing aspects of cultural normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. The central focus of this course is documentary film, and we will consider both the theory and practice of the documentary in the United States and abroad as it has evolved over time and as it is evident in contemporary filmmaking. In the course of the semester, we will examine some of the ways in which filmmakers, and ethnographic filmmakers in particular, have approached the task of documenting and understanding different aspects of social reality. Among the questions that we will consider are the following: What is the

relationship between written texts and images? What is it that documentary films "document?" What is the relationship between images and stories, and should the techniques used in fiction films to construct voice, point of view, identification, narrative sequence, etc. apply as well in the creation of nonfiction films? What is the role of film in anthropology, and how does ethnographic filmmaking relate to anthropology and to the broader documentary film tradition? In the last part of the course, we will consider the proliferation of cell phone videos and platforms such as Youtube and Instagram and their significance for the documentary film genre more generally.

**Requirements/Evaluation:** Weekly response/critiques of assigned films, a longer written paper (10-12 pages) or video essay of comparable scope

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology/Sociology majors, open to first-year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ANTH 330 (F) The Documentary Project: Ethnography and the Visual Narrative**

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

**Requirements/Evaluation:** develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual and audio content; participate in class critiques

**Prerequisites:** SOC 236 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ARAB 401 (F) Topics in Advanced Arabic: Contemporary Arab Cinema (DPE) (WS)**

The Arab world is a fascinating region with rich traditions and vibrant societies. Through an exploration of contemporary Arab cinema, this course will introduce you to issues in modern Arab societies that represent the diversity of the region as well as the shared concerns and challenges. We will analyze select movies and texts, exploring how Arab filmmakers represent social, political, and economic change and realities in their societies. Some topics include nationalism and national identity, gender identities, civil wars, religion, social justice, and the recent revolts. The course will be conducted in Arabic, and we will employ linguistic and paralinguistic analyses of the movies as a means to explore modern Arab thought and cultures.

**Requirements/Evaluation:** class participation, daily writing and reflections, quizzes, blogs, leading a movie discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** if the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 5-7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, articles, and quiz prompts. The students will also write blogs, a minimum of one speech, and a 5-7 pp. final research paper. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in these societies as positioned in a region torn by political, social, and religious conflicts.

**Attributes:** FMST Core Courses

Not offered current academic year

### **ARTH 203 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

#### **Secondary Cross-listing**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

### **ARTH 310 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

#### **Primary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on

PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

### **ARTH 367 (F) Documentary Fictions**

**Cross-listings:** ARTH 367 ENGL 367

#### **Secondary Cross-listing**

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

**Requirements/Evaluation:** four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to experiment with formats

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 367 (D1) ENGL 367 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

**Not offered current academic year**

### **ARTS 260 (S) Objects in Video, Video as Object**

In a world where the screen is often taken for granted, how might we begin to dissect the ways video has transformed visual perception? This course will focus on video installation and how video is transformed by its physical context. We will examine how videos shift our relationship to objects in space. Students will experiment with lighting and set building, paying particular attention to how surfaces are transformed by the lens. We will also explore projection mapping, built installation, and the peculiarities of the screen. We will look at works by artists who have emphasized the physicality or immateriality of video through installation and web-based art. We will read a variety of texts, charting the shifting role video has played in contemporary society. Through weekly assignments and regular critiques, we will begin to unpack how the videos we make contact with daily can shift our relationship with our own bodies and our surrounding environment.

**Requirements/Evaluation:** discussion, participation, and the technical and conceptual strength of the projects, with consideration given to individual development

**Prerequisites:** 100 level video course

**Enrollment Limit:** 12

**Enrollment Preferences:** current and prospective Art majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** \$125

**Distributions:** (D1)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ASIA 153 (S) Japanese Film**

**Cross-listings:** ASIA 153 ASST 153 COMP 153

Secondary Cross-listing

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled.* All levels welcome.

**Requirements/Evaluation:** attendance & participation, a few short response assignments, two 5-page papers, in-class test

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students majoring or considering a major in comparative literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 153 (D1) ASST 153 (D1) COMP 153 (D1)

**Attributes:** FMST Core Courses

Not offered current academic year

### **ASIA 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films** (DPE) (WS)

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian

Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**CHIN 226 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

**Primary Cross-listing**

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visibility, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Primary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 153 (S) Japanese Film**

**Cross-listings:** ASIA 153 ASST 153 COMP 153

**Primary Cross-listing**

From the swashbuckling samurai films of Kurosawa and delicate family dramas of Ozu to edgy cinematic experiments and a breathtaking range of animation, Japan has one of the most varied and exciting film traditions in the world. This course will introduce you to major periods, genres, and directors in that tradition. We will read film criticism that represents a range of approaches, but we'll focus particularly on learning and practicing the kind of close visual analysis that will allow you to build your own original descriptions of how a given scene "works." Throughout the course we will consider the relationship between classic cinema and popular genres like sword flicks, melodramas, psychological thrillers, and anime, focusing particularly on directors whose work seems to borrow equally from genre film and the artistic avant-garde. *All texts are translated or subtitled.* All levels

welcome.

**Requirements/Evaluation:** attendance & participation, a few short response assignments, two 5-page papers, in-class test

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students majoring or considering a major in comparative literature

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 153 (D1) ASST 153 (D1) COMP 153 (D1)

**Attributes:** FMST Core Courses

Not offered current academic year

### **COMP 296 (F) Chinese Film and Its Significant Others (DPE)**

**Cross-listings:** CHIN 226 COMP 296 ASIA 226

#### Secondary Cross-listing

From the first "wows" that the short films invoked at a Shanghai teahouse in 1896, Chinese films have made successive wonders that straddle reality and fantasy, technological modernity and shadow-making craft, aesthetic experiments and monetary yearnings, global investments and local interest. This seminar will explore the evolving relationships between Chinese films and five "significant others" that are central to film and film-making. Roughly following a chronological order, this course will examine 1) the effect of new technological developments (such as photography, sound, color, special FX) on film; 2) the tension between film and traditional modes of public entertainment (such as operas and shadow plays); 3) film's social role to affirm and contest gender, national, and class identities; 4) the need to garner differing sources of financial support (state funding, cultural entrepreneurs, and transnational capital); and 5) the circulation of Chinese films in the global market. Class materials include various genre films (melodrama, horror, martial arts, comedy, etc.), directors' notes, contemporary reviews, and scholarship in China and media studies. All materials and discussions are in English.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Pre-class discussion posts based on reading and recorded lectures (Graded as Complete or Incomplete); 3) Three short papers (3-5 pages); and 4) the final project (including a presentation, and a paper or other form of project).

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Department of Asian Languages, Literatures, and Cultures; Comp Lit majors; those with Asian Studies Concentration.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 226 (D1) COMP 296 (D1) ASIA 226 (D1)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the clashes and negotiations between Western media technological modernities and Chinese indigenous understanding of shadows, visuality, and sound. By discussing various films produced from mainland China, Hong Kong, Taiwan, and other diaspora areas from 1920 to now, this course asks students to explore how cinema invokes (and erases) differences, and consolidates (and challenges) hegemonic notions of nation, gender, and class.

**Attributes:** FMST Core Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Man He

**COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 336 (S) The *Banlieue* in Literature, Music, and Film (DPE) (WS)**

**Cross-listings:** RLFR 300 AFR 339 COMP 336

**Secondary Cross-listing**

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and "*banlieue* lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students , Africana and Comparative literature students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

**Attributes:** FMST Core Courses

Not offered current academic year

### **ENGL 204 (S) Hollywood Film**

For almost a century, Hollywood films have been the world's most influential art form, shaping how we dress and talk, how we think about sex, race, and power, and what it means to be American. We'll examine both the characteristic pleasures provided by Hollywood's dominant genres--including action films, horror films, thrillers and romantic comedies--and the complex, sometimes unsavory fantasies they mobilize. We will do this by looking carefully at a dozen or so iconic films, probably including *Psycho*, *Casablanca*, *The Godfather*, *Schindler's List*, *Bridesmaids*, *Groundhog Day*, *12 Years a Slave* and *Get Out*.

**Requirements/Evaluation:** Two 2-page essays, two editing exercises, a midterm, and a final exam

**Prerequisites:** None

**Enrollment Limit:** 60

**Enrollment Preferences:** English majors

**Expected Class Size:** 60

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives ENGL Literary Histories C FMST Core Courses

Not offered current academic year

### **ENGL 213 (S) Making Radio**

This course has two aims. The first is to teach the necessary skills (including interview technique, field recording, editing, and scoring) to make broadcast-worthy audio nonfiction. The second is to use this process to investigate fundamental aspects of narrative. How does a story build a contract with listeners? What's the role of the narrator? How can one appropriately speak for (and sometimes against) another person? This is less a course in journalism than an experiment in documentary cinema for the ear. We'll do some reading in narrative theory and radio technique, and will listen to exemplary works (including episodes of *This American Life*, *RadioLab*, *Love and Radio*, and *Snap Judgment*), but most of our time--and this is a time-consuming course--will be spent making and critiquing each other's pieces. Students will produce five or six pieces total, at least two of which must develop out of interviews with strangers.

**Requirements/Evaluation:** Five short audio pieces; attendance and active participation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores; English majors; students with radio or studio art training

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** The student version of Hindenburg audio software (\$95); students on financial aid will have this expense covered by the college.

**Distributions:** (D1)

**Attributes:** ENGL 200-level Gateway Courses FMST Core Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Shawn J. Rosenheim

### **ENGL 286 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

#### **Secondary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as *Looking for Langston* (Isaac Julien, 1989), *The Watermelon Woman* (Cheryl Dunye, 1996), *U People* (Olive Demetrius and Hanifah Walidah, 2009), *Tongues Untied* (Marlon Riggs, 1989) and *Litany for Survival* (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

### **ENGL 367 (F) Documentary Fictions**

**Cross-listings:** ARTH 367 ENGL 367

#### **Primary Cross-listing**

The first movies excited viewers not by telling stories, but by reproducing the world: a dancer's billowing skirts, the sight of Niagara Falls, the arrival of a train at the station--such vignettes felt viscerally real. Our fascination with documentaries derives, in large part, from the way seemingly transparent images are woven into narratives full of hidden assumptions. Every viewer of the Zapruder film sees the same thing: President Kennedy, struck by a bullet, lurches forward. But what that might mean--whether it points toward a lone gunman or a conspiracy, toward the Soviet Union or the CIA--still remains uncertain. We'll explore the tensions between image and story, evidence and context, in films ranging from Fred Ott's "Sneeze" (1894) to Josh Oppenheimer's *The Act of Killing* (2012), concluding with a look at the effects of contemporary image technologies on our sense of personal and national identity. Readings for the course will be drawn from narrative theory, epistemology, and cultural theory, as framed by writers including Trinh Minh-ha, Christian Metz, and Bill Nichols.

**Requirements/Evaluation:** four written and multimedia exercises (1-2 pages each), two essays (six and twelve pages), and a willingness to

experiment with formats

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors; Art and Comparative Literature majors; students with experience making video

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 367 (D1) ENGL 367 (D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C FMST Core Courses

Not offered current academic year

### **LATS 203 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

Primary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

### **LATS 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

Primary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass

media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

### **MUS 149 (S) The Language of Film Music**

Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced online video. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Micachu, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

**Requirements/Evaluation:** Evaluations include: several short writing and creative assignments, two quizzes, a midterm essay, and a final creative project.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** given to juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** FMST Core Courses

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

### **RLFR 300 (S) The *Banlieue* in Literature, Music, and Film (DPE) (WS)**

**Cross-listings:** RLFR 300 AFR 339 COMP 336

**Primary Cross-listing**

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and

"banlieue lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the banlieue (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students , Africana and Comparative literature students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the banlieue), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, Banlieue in Lit, Music, Film fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in banlieue film, literature and French hip hop music.

**Attributes:** FMST Core Courses

Not offered current academic year

## **SOC 212 (S) Understanding Social Media**

**Cross-listings:** STS 214 SOC 212

Primary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

**Requirements/Evaluation:** attendance and participation, team assignments, two 5-page writing assignments, final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 214 (D2) SOC 212 (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

## **WGSS 111 (S) Television, Social Media, and Black Women 'Unscripted'**

**Cross-listings:** AFR 110 WGSS 111

### Secondary Cross-listing

Nene Leaks, Issa Rae, Zendaya, Oprah Winfrey, Lavern Cox and Joy Reid have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

**Requirements/Evaluation:** class participation, podcast, vlogs, 10-page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** First year Students

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 110 (D2) WGSS 111 (D2)

**Attributes:** AFR Core Electives FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

### WGSS 203 (F) Chicana/o/x Film and Video

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

### Secondary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

**WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

**Primary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as *Looking for Langston* (Isaac Julien, 1989), *The Watermelon Woman* (Cheryl Dunye, 1996), *U People* (Olive Demetrius and Hanifah Walidah, 2009), *Tongues Untied* (Marlon Riggs, 1989) and *Litany for Survival* (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

**WGSS 312 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

**Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

### **WGSS 346 (S) Queer in the City (DPE)**

**Cross-listings:** AFR 337 AMST 337 WGSS 346

#### Primary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 337 (D2) AMST 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **FMST Related Courses**

#### **AMST 331 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

#### Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE

OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

### **AMST 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

Secondary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

### **AMST 358 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **ARTH 221 (F) History of Photography**

**Cross-listings:** STS 221 ARTH 221

**Primary Cross-listing**

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

**Requirements/Evaluation:** three to four short papers, quizzes, online presentations.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** art history majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 221 (D1) ARTH 221 (D1)

**Attributes:** ARTH post-1800 Courses FMST Related Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Catherine N. Howe

### **COMP 111 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** COMP 111 ENGL 120

**Primary Cross-listing**

Stories are one way that we make sense of the world; but how you tell a story is just as important as the events it relates. This course will examine literary narratives from a wide range of traditions, media, and genres, and work on reading them in more informed, more sophisticated, and more interesting ways. Texts will span classics (e.g. Homeric epic and/or The Tale of Genji), fiction ranging from nineteenth-century realism to postmodern

experimentation (possibly including Tolstoy, Zola, Garcia Marquez, Toni Morrison, and/or Colson Whitehead), and visual literature from film and drama to graphic memoir (possibly including Art Spiegelman, Tezuka Osamu, and Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The second half of the course may have a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 111 (D1) ENGL 120 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

**Attributes:** FMST Related Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah M. Allen

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Christopher A. Bolton

**COMP 232 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Primary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Requirements/Evaluation:** active participation, two shorter papers, a midterm, and a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**COMP 251 (F) Dolls, Puppets and Automaton (WS)**

**Cross-listings:** GERM 251 COMP 251

Primary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automatons for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automatons, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. *Conducted in English.*

**Class Format:** This seminar will be taught online.

**Requirements/Evaluation:** active class participation, oral presentations on the reading materials, three 5- to 8-page papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors, or those considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 251 (D1) COMP 251 (D1)

**Writing Skills Notes:** Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

**Attributes:** FMST Related Courses

Not offered current academic year

**COMP 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

Secondary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and

a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

### **ENGL 120 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** COMP 111 ENGL 120

**Secondary Cross-listing**

Stories are one way that we make sense of the world; but how you tell a story is just as important as the events it relates. This course will examine literary narratives from a wide range of traditions, media, and genres, and work on reading them in more informed, more sophisticated, and more interesting ways. Texts will span classics (e.g. Homeric epic and/or *The Tale of Genji*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Tolstoy, Zola, Garcia Marquez, Toni Morrison, and/or Colson Whitehead), and visual literature from film and drama to graphic memoir (possibly including Art Spiegelman, Tezuka Osamu, and Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The second half of the course may have a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 111 (D1) ENGL 120 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

**Attributes:** FMST Related Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah M. Allen

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Christopher A. Bolton

### **ENGL 214 (S) Writing for Stage and Screen**

**Cross-listings:** THEA 214 ENGL 214

**Secondary Cross-listing**

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's

individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

**Requirements/Evaluation:** a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

**Prerequisites:** students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre and English majors; Comparative Literature majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 214 (D1) ENGL 214 (D1)

**Attributes:** FMST Related Courses

Not offered current academic year

### **ENGL 368 (S) Ireland in Film**

In 1909, James Joyce was briefly the manager of one of Dublin's first cinemas. The medium of film has long attracted Irish writers--as a means to explore and represent the country's political and cultural history, to interrogate the very notion of "Irishness", and to promote their work to a wider audience. In turn, Ireland has long provided a rich subject for Hollywood fantasy, often being portrayed by non-Irish directors as either a mythic space for emerald-green romanticism, or, more darkly, as a place of political terror and enduring ideological rivalries. In this course we will view and discuss major films from the canon of Irish cinema, to assess the country's newly ascendant film movement. We will consider the impact of commercial considerations, and the powerful influence of British and American films on Irish filmmakers. We will also read the literary texts on which some films were based, so as to weigh the strengths and limitations of the medium as a resource for writers who initially worked only in print. This course will introduce participants to the technical vocabulary of film art, as well as to major developments in modern Irish history and culture. Films to be viewed will likely include: *Man of Aran*, *The Informer*, *The Quiet Man*, *Eat the Peach*, *In the Name of the Father*, *Butcher Boy*, *Intermission*, *Into the West*, *The Field*, *The Crying Game*, *December Bride*, *The Commitments*, *Michael Collins*, *Ondine*, *Six Shooter*, *In Bruges* and *The Guard*; and we will also assess one or more short independent films such as *Budawanny* and *Adam and Paul*. Special attention will be given to the work of Neil Jordan, Jim Sheridan, Terry George, and Martin McDonagh.

**Requirements/Evaluation:** Two long papers, regular short responses and discussion board postings, class participation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam; not open to first-year students

**Enrollment Limit:** 15

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** FMST Related Courses

Not offered current academic year

### **GERM 251 (F) Dolls, Puppets and Automats (WS)**

**Cross-listings:** GERM 251 COMP 251

Secondary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automats for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automats, regarded both as

uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. *Conducted in English.*

**Class Format:** This seminar will be taught online.

**Requirements/Evaluation:** active class participation, oral presentations on the reading materials, three 5- to 8-page papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors, or those considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 251 (D1) COMP 251 (D1)

**Writing Skills Notes:** Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

**Attributes:** FMST Related Courses

Not offered current academic year

### **LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

### **LATS 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

**Primary Cross-listing**

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

**Not offered current academic year**

### **RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film**

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery-especially in the context of immigration and coming of age-as they are represented in texts from France, Québec, and the Caribbean.

**Requirements/Evaluation:** class participation, grammar exercises, group discussion leading, two short papers, and final project

**Prerequisites:** exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French Majors and certificate students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** FMST Related Courses

**Not offered current academic year**

### **RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)**

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way

Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

**Requirements/Evaluation:** essays, oral presentation, participation

**Prerequisites:** RLSP 105, placement exam results, permission from the instructor or the Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish major

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

**Attributes:** FMST Related Courses GBST Latin American Studies Electives

Not offered current academic year

### **SOC 219 (S) Images and Society**

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

**Requirements/Evaluation:** active class participation, several short papers, and a final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** FMST Related Courses

Spring 2023

SEM Section: 01 Cancelled

### **SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to

cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **STS 221 (F) History of Photography**

**Cross-listings:** STS 221 ARTH 221

**Secondary Cross-listing**

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

**Requirements/Evaluation:** three to four short papers, quizzes, online presentations.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** art history majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 221 (D1) ARTH 221 (D1)

**Attributes:** ARTH post-1800 Courses FMST Related Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Catherine N. Howe

### **THEA 214 (S) Writing for Stage and Screen**

**Cross-listings:** THEA 214 ENGL 214

**Primary Cross-listing**

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

**Requirements/Evaluation:** a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

**Prerequisites:** students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre and English majors; Comparative Literature majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 214 (D1) ENGL 214 (D1)

**Attributes:** FMST Related Courses

**Not offered current academic year**

**THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

**Primary Cross-listing**

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

**Not offered current academic year**

**THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

### Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)

**Cross-listings:** WGSS 200 COMP 232

### Secondary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Requirements/Evaluation:** active participation, two shorter papers, a midterm, and a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

## ROMANCE LANGUAGES (Div I)

### FRENCH

Chair: Professor Leyla Rouhi

Professors: K. Pieprzak; Assistant Professors: P. Leelah, S. Saint-Just; Visiting Assistant Professor: K. Levine; Teaching Associates: Danae Tsiamis and Paul Bouchet; on leave: B. Martin

#### MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

#### MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

#### The French Studies major consists of ten courses satisfying the following requirements:

at least five RLFR courses in French language, literature, film, or culture;

the RLFR senior seminar during the student's final year at the College;

*Electives:* The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon

ARTH 254 Manet to Matisse

HIST 390 Haitian and French Revolutions

RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

#### THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in

relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

## **THE CERTIFICATE IN FRENCH**

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

## **PLACEMENT**

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

## **STUDY ABROAD**

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program ([french.williams.edu](http://french.williams.edu)) and Study Away ([study-away.williams.edu/programs](http://study-away.williams.edu/programs)). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

## **RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by

focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Requirements/Evaluation:** active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** RLFR 101-102 is a year-long course; credit granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Kathryn E Levine

### **RLFR 102 (S) Introduction to French Language and Francophone Cultures**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Class Format:** This class meets 5 times a week from M-F. Students are required to attend class from Monday to Friday.

**Requirements/Evaluation:** participation, online homework, mid-semester and final projects, short writing assignments

**Prerequisites:** RLFR 101, or by Placement Test, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will go to first- and second-year students and those with compelling justification for admission. Statement of interest solicited if overenrolled.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 M-F 10:00 am - 10:50 am Sophie F. Saint-Just

### **RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures**

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas;

improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

**Requirements/Evaluation:** Class participation, Homework, Mid-Semester and Final Exams, Short Writing Assignments

**Prerequisites:** RLFR 101-102, or by Placement Test, or Permission of Instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 9:00 am - 9:50 am Preea Leelah

SEM Section: 02 M-F 11:00 am - 11:50 am Kathryn E Levine

### **RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French**

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

**Requirements/Evaluation:** Participation, Homework, Writing Assignments, Midterm, & Final Project.

**Prerequisites:** RLFR 103, or by Placement Test, or Permission of Instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference for students who completed RLFR 103 in Fall 2022, or those who have placed into RLFR 104 on the French Placement Test.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Preea Leelah

### **RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture**

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write a short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. The three themes love, fear, and France's colonial past will be the course's organizing principles. A small section of our course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Conducted in French

**Requirements/Evaluation:** class participation, grammar exercises, 2 five-page papers, 1 presentation

**Prerequisites:** RLFR 104, placement exam, or by permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

**RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)**

**Cross-listings:** RLFR 106 COMP 107

**Primary Cross-listing**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Prerequisites:** Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

**Not offered current academic year**

**RLFR 107 (S) Advanced French: Formation and Transformation (DPE)**

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of *formation* (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own *formation*, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

**Requirements/Evaluation:** One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

**Prerequisites:** Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Spring 2023

SEM Section: 01 MWF 12:00 pm - 12:50 pm Kathryn E Levine

**RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film**

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery-especially in the context of immigration and coming of age-as they are represented in texts from France, Québec, and the Caribbean.

**Requirements/Evaluation:** class participation, grammar exercises, group discussion leading, two short papers, and final project

**Prerequisites:** exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French Majors and certificate students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** FMST Related Courses

Not offered current academic year

**RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)**

**Cross-listings:** RLFR 202 COMP 292 WGSS 201

Primary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers (of 3-5 pages each)

**Prerequisites:** exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors;

and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Not offered current academic year

### **RLFR 214 (S) Everything New is Old Again: Legacies of Medieval France**

In the twelfth century, the French language shifted from a mostly ephemeral spoken language to a language that deserved to be written down. Authors began recording stories that had only been told aloud, and readers of Latin begin translating classical literature for French-speaking audiences. This huge burst of creative expression remade popular culture in ways that we can still recognize today--if we know what to look for. In this course, we will explore how our twenty-first-century passion for memes on TikTok and other social media has similar roots in twelfth-century tastes, and how the literature and culture of medieval France have shaped what we now think of as literature and pop culture. We will explore four major themes: the reinvention and adaptation of classical literature, the invention of modern romantic love, the introduction of King Arthur, and hilarious short fiction (also known as twelfth-century memes). Readings to include love poetry, short narratives both funny and serious, and longer texts about adventure and love. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm paper, class presentation, and final project

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLFR 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216 WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

### **RLFR 218 (S) Translating French: An Introduction to Theory and Practice**

**Cross-listings:** COMP 209 RLFR 218

#### **Primary Cross-listing**

What decisions do translators make in order to render texts accurately (and even beautifully) into another language? What makes one translation "better" than another? Should we consider translation as a literary genre in its own right, and should we read translated texts differently from texts in their original language? This advanced course will invite you into the world of translation studies, bringing together aspects of translation theory and technical translation methodologies in order to develop your skills as translators, readers, and speakers of French. We will translate texts from a range of genres mostly from French into English and occasionally from English into French, paying particular attention to the formal and linguistic differences that can pose problems for translators. In addition to completing an independent translation project on your choice of text or media, you will also consider your own priorities as translators, formulating and revising two translation statements over the course of the semester. This course will be taught in French, and the class format will vary between lectures, seminar-style discussions, workshops, and student presentations.

**Requirements/Evaluation:** Active class participation, three written translations, and final translation project (including a written translation and class presentation).

**Prerequisites:** Strong performance in RLFR 106, successful performance in another 200-level French course, or by placement, or by permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to French majors and certificate students, and to Comparative Literature majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 209 (D1) RLFR 218 (D1)

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Kathryn E Levine

### **RLFR 226 (S) Black France/France Noire (DPE)**

**Cross-listings:** AFR 226 RLFR 226

#### **Primary Cross-listing**

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first

century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

**Requirements/Evaluation:** response papers, midterm paper, TV show, colloquium

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French and Africana Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 226 (D2) RLFR 226 (D1)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Not offered current academic year

### **RLFR 229 Black Outside the U.S.**

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

**Class Format:** seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

**Requirements/Evaluation:** evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** students who have taken other AFR courses, Francophone speakers and students

**Expected Class Size:** 8

**Grading:**

**Distributions:** (D2)

**Attributes:** AFR Core Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

Primary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist

views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**RLFR 260 (F) Francophone Graphic Novels** (DPE)

**Cross-listings:** RLFR 260 COMP 260

**Primary Cross-listing**

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**RLFR 300 (S) The *Banlieue* in Literature, Music, and Film** (DPE) (WS)

**Cross-listings:** RLFR 300 AFR 339 COMP 336

**Primary Cross-listing**

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and "*banlieue* lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the *banlieue* (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the *banlieue*), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, *Banlieue in Lit, Music, Film* fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in *banlieue* film, literature and French hip hop music.

**Attributes:** FMST Core Courses

**Not offered current academic year**

**RLFR 307 (F) Building Francophone Cities: Literature, Art and History** (DPE)

**Cross-listings:** RLFR 307 COMP 308

**Primary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Primary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 410 (F) Senior Seminar: Movement and Migration (DPE)**

How do movement and migration produce and disrupt constructions of identity, home, and the nation? In the context of movement and migration, how is place imagined, experienced and remembered? What are the relationships between movement and containment, flight and freedom? Over the course of the semester, we will examine literary texts, film and visual art from French-speaking communities that focus on: the immigration experience in France, the construction of a Francophone Atlantic identity, internal migration between rural and urban spaces, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable or nomadic places of memory. Works by Chamoiseau, Glissant, Diome, Condé, Maffre, Pineau, and Binebine among others. *Conducted in French.*

**Requirements/Evaluation:** Weekly 1-page response papers, 5-page mid-term paper and a final 10-page research paper and presentation.

**Prerequisites:** Any 200-level RLFR course, or by permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior French majors and students completing the certificate in French, but open to advanced students of French.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Students will explore how literature, film and art narratives on migration and movement challenge (and also sometimes replicate) discourses of exclusion and structures of discrimination based on race and ethnic identity and gender. While the course focuses on French-speaking communities and people, we will think broadly about difference and power as they relate to movement, flight and freedom.

Not offered current academic year

### **RLFR 412 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers**

**Cross-listings:** WGSS 408 RLFR 412

Primary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers

**Prerequisites:** a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 408 (D2) RLFR 412 (D1)

Not offered current academic year

### **RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

**RLFR 493 (F) Senior Thesis: French**

French senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Leyla Rouhi

**RLFR 494 (S) Senior Thesis: French**

French senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Leyla Rouhi

**RLFR 497 (F) Independent Study: French**

French independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Leyla Rouhi

**RLFR 498 (S) Independent Study: French**

French independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

### **RLFR 511 (F) Intensive French Grammar and Translation**

This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

**Class Format:** classes meet twice weekly and are conducted in English

**Requirements/Evaluation:** class participation, papers, a midterm, and a final examination

**Prerequisites:** a strong interest and need to learn French

**Enrollment Preferences:** although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

**Grading:** pass/fail option only

**Distributions:** (D1)

Not offered current academic year

### **RLFR 512 (S) Readings in French Art History and Criticism**

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

**Requirements/Evaluation:** evaluation is based on class participation, papers, a midterm, and a final examination

**Prerequisites:** RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

**Grading:** pass/fail option only

**Distributions:** (D1)

Not offered current academic year

### **Winter Study -----**

### **RLFR 13 (W) Creative Portraiture in the Darkroom**

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (the large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 10 weekly lab or studio hours outside of regular classes.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** knowledge of black and white analog photography is preferred, but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** Art majors then random

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enable

**Materials/Lab Fee:** \$150

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TWR 10:00 am - 12:50 pm Daniel Goudrouffe

**RLFR 30 (W) Honors Essay: French**

To be taken by candidates for honors other than by thesis route.

**Class Format:** honors essay

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLFR 31 (W) Senior Thesis: French**

To be taken by students registered for French 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLFR 88 (W) French Sustaining Program**

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TWF 9:00 am - 9:50 am Danae Tsiamis, Paul Bouchet, Leyla Rouhi

**RLFR 99 (W) Independent Study: French**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Leyla Rouhi

## GEOSCIENCES (Div III)

Chair: Associate Professor Phoebe A. Cohen

- Alex A. Apotsos, Lecturer in Geosciences
- Alice C. Bradley, Assistant Professor of Geosciences; on leave 2022-2023
- Phoebe A. Cohen, Chair and Associate Professor of Geosciences
- José A. Constantine, Associate Professor of Geosciences
- Mea S. Cook, Professor of Geosciences, Faculty Fellow of the Davis Center and the Office of Institutional Diversity, Equity and Inclusion; affiliated with: Geosciences, Davis Center, Institutional Diversity, Equity, and Inclusion
- Rónadh Cox, Edward Brust Professor of Geology and Mineralogy; affiliated with: Geosciences, Williams-Mystic Program
- Ana C. Gonzalez-Nayeck, Visiting Lecturer in Geosciences
- Mike R. Hudak, Assistant Professor of Geosciences
- Paul M. Karabinos, Edna McConnell Clark Professor of Geology

### MAJOR

The Geosciences major offers an understanding of the evolution of our planet and its interacting global systems. In this era of global change, geoscience provides the tools that can help us learn to live sustainably with our environment, and appreciate our place within the vastness of Earth history. Forces within the Earth create mountain ranges and ocean basins and drive the movements of continents. Wind, water and ice shape the surface of the Earth, making and changing the landscapes around us. Sedimentary rocks and the fossils within them teach us how life and climate have evolved over the vastness of time.

Geosciences graduates have a wide range of career options, both with and without graduate training. The many choices include environmental consulting, hazard assessment, hydrology, gemology, the energy and mining industries, outdoor education, and research and teaching in universities, colleges, and secondary schools. Many students choose to double-major in fields as diverse as Art, Economics, History, Physics, Mathematics, English, and Philosophy, and often find jobs where they can apply the synergies of their Geosciences double major. No matter what field they enter, all our Geosciences graduates pursue their lives and careers with a deeper appreciation for the natural world around them.

The major is designed to provide a solid grounding in the geosciences while being adaptable enough to accommodate diverse paths driven by student interests. There are no required courses, but students work through the menu below, which allows a lot of scheduling flexibility.

The requirements for the Geosciences major were revised in 2022. The new requirements are immediately below, and the old requirements follow. Students who entered Williams before fall 2020 are under the old requirements. Students who entered Williams in fall 2020 and after are under the new requirements. Both sets of requirements follow. If you have questions about the major, or how the different requirements apply to you, please contact the [Geosciences Chair](#).

#### **Geosciences major requirements for students who are entering Williams in or after fall 2020 or after:**

The Geosciences major requires a minimum of nine courses, distributed by course level and topic group; one course can fulfill both a course level and topic group requirement. To complete the minimum nine courses, students can add electives at any level, as long as they have a GEOS prefix, and the total number of 100 levels does not exceed two.

Course Level Requirements:

#### **At least one and at most two 100-level courses:**

GEOS 100 Introduction to Weather and Climate

GEOS 101 Co-Evolution of Earth and Life

GEOS 102 An Unfinished Planet

GEOS 103 Global Warming and Environmental Change

GEOS 104 Oceanography

GEOS 107 Astrobiology

#### **At least two 200-level courses selected from this group:**

GEOS 201 Field Methods and Structural Geology

GEOS 202 Mineralogy

GEOS 205 Economic Geology and Earth Resources  
GEOS 207 The Geoscience of Epidemiology in Public Health  
GEOS 208 Understanding the Modern Carbon Cycle Through Stable Isotopes  
MAST 211/GEOS 210 Oceanographic Processes (at Mystic)  
GEOS 212 Paleobiology  
GEOS 214 Mastering GIS  
GEOS 215 Climate Changes  
GEOS 217 Planets and Moons  
GEOS 255 Environmental Observation

**At least two 300-level courses selected from this group:**

GEOS 301 Geomorphology  
GEOS 302 Sedimentology  
GEOS 303 Igneous and Metamorphic Petrology  
GEOS 308 Life on Mars?  
GEOS 309 Modern Climate  
GEOS 324 Corals and Sea Level

**At least one of the following 400-level courses:**

GEOS 401 Global Tectonics and the Rise of Mountains  
GEOS 404 Coastal Processes and Geomorphology  
GEOS 405 Geochemistry: Understanding Earth's Environment  
GEOS 410 The Cryosphere  
GEOS 411 Geobiology  
GEOS 414 Reading Deep Time

Topic Group Requirements: Courses taken for the major must *also* include at least one and preferably two courses from each of the following three groups at the 200, 300, or 400 level. Note that 100-level courses do not fulfill topic group requirements.

**Climate and Oceans (Group A electives),** at least one and preferably two:

GEOS 208 Understanding the Modern Carbon Cycle Through Stable Isotopes  
MAST 211/GEOS 210 Oceanographic Processes (at Mystic)  
GEOS 215 Climate Changes  
GEOS 227T Climate Data Analysis  
GEOS 226T Ocean Circulation and Climate  
GEOS 255 Environmental Observation  
GEOS 309 Modern Climate  
GEOS 405 Geochemistry: Understanding Earth's Environment  
GEOS 410 The Cryosphere

**Sediments and Life (Group B electives),** at least one and preferably two:

GEOS 207 The Geoscience of Epidemiology in Public Health  
GEOS 212 Paleobiology  
GEOS 301 Geomorphology  
GEOS 302 Sedimentology  
GEOS 308 Life on Mars?  
GEOS 312T Mass Extinctions: Patterns and Processes  
GEOS 414 Reading Deep Time  
GEOS 404 Coastal Processes and Geomorphology

GEOS 411 Geobiology

**Solid Earth (Group C electives),** at least one and preferably two:

GEOS 201 Field Methods and Structural Geology

GEOS 202 Mineralogy

GEOS 205 Economic Geology and Earth Resources

GEOS 217 Planets and Moons

GEOS 220T Evolution of and on Volcanic Islands

GEOS 250T Climate, Tectonics and Erosion

GEOS 303 Igneous and Metamorphic Petrology

GEOS 401 Global Tectonics and the Rise of Mountains

**Geosciences major requirements for students who entered Williams prior to fall 2020:**

**At least one and at most two 100-level courses:**

GEOS 100 Introduction to Weather and Climate

GEOS 101 Co-Evolution of Earth and Life

GEOS 102 An Unfinished Planet

GEOS 103 Global Warming and Environmental Change

GEOS 104 Oceanography

GEOS 107 Astrobiology

**At least two 200-level courses selected from this group:**

GEOS 201 Field Methods and Structural Geology

GEOS 202 Mineralogy

GEOS 205 Economic Geology and Earth Resources

MAST 211/GEOS 210 Oceanographic Processes (only offered at Williams-Mystic)

GEOS 212 Paleobiology

GEOS 214 Mastering GIS

GEOS 215 Climate Changes

GEOS 217 Planets and Moons

GEOS 255 Environmental Observation

**At least two 300-level courses selected from this group:**

GEOS 301 Geomorphology

GEOS 302 Sedimentology

GEOS 303 Igneous and Metamorphic Petrology

GEOS 309 Modern Climate

GEOS 314 Analytical Historical Geology

GEOS 324 Corals and Sea Level

**At least one of the following 400-level courses:**

GEOS 401 Global Tectonics and the Rise of Mountains

GEOS 404 Coastal Processes and Geomorphology

GEOS 405 Geochemistry: Understanding Earth's Environment

GEOS 410 The Cryosphere

GEOS 411 Geobiology

**To complete the minimum nine courses, students can add electives at any level, as long as they have a GEOS prefix, and the total number of 100 levels does not exceed two. In addition, majors must take at least two courses from each of the three disciplinary groupings (i.e. Climate & Oceans, Sediments & Life, and Solid Earth).**

**Climate and Oceans:**

GEOS 100 Introduction to Weather and Climate

GEOS 104 Oceanography

MAST 211/GEOS 210 Oceanographic Processes (only offered at Williams-Mystic)

GEOS 215 Climate Changes

GEOS 221T Climate Science and Politics

GEOS 255 Environmental Observation

GEOS 309 Modern Climate

GEOS 324 Corals and Sea Level

**Sediments and Life:**

GEOS 101 Co-Evolution of Earth and Life

GEOS 103 Global Warming and Environmental Change

GEOS 107 Astrobiology

GEOS 212 Paleobiology

GEOS 301 Geomorphology

GEOS 302 Sedimentology

GEOS 312T Mass Extinctions

GEOS 314 Analytical Historical Geology

**Solid Earth:**

GEOS 102 An Unfinished Planet

GEOS 202 Mineralogy

GEOS 201 Field Methods and Structural Geology

GEOS 205 Economic Geology and Earth Resources

GEOS 217 Planets and Moons

GEOS 220T Evolution of and on Volcanic Islands

GEOS 250T Tectonic Geomorphology and Landscape Evolution

GEOS 303 Igneous and Metamorphic Petrology

**PREPARATION FOR GRADUATE SCHOOL**

Although many of our majors take geoscience jobs after graduation, many choose to go to graduate school, and most graduate programs will expect students to have a background in mathematics as well as a year or so of study in related sciences, in addition to the requirements of the Geosciences major. Students considering graduate work in geosciences should therefore consult with faculty to ensure that they plan wisely. The selection of outside courses will depend on the field in which a student wants to specialize. Graduate programs in solid-earth geosciences commonly expect entering students to have taken courses in chemistry. For those going into environmental geosciences, courses in chemistry, computer science and/or statistics are recommended. For those considering geobiology programs, biology courses are important. For students entering planetary geology, physics is recommended.

**THE DEGREE WITH HONORS IN GEOSCIENCES**

The degree with honors in Geosciences provides students with an opportunity to undertake an independent research project under the supervision of a faculty member, culminating in a thesis that demonstrates outstanding achievement of an original and innovative nature. In addition to the major requirements listed above, those who are candidates for the degree with honors take the following sequence in the Fall, Winter Study, and Spring of their senior year:

GEOS 493-031-494 Senior Research and Thesis

The principal considerations in admitting a student to a program of independent research are interest and motivation, mastery of fundamental material and skills, and ability to pursue independent study successfully. Interested students should talk to members of the department about project options at any time, but generally no later than January of the Junior year.

**STUDY AWAY**

Students planning to study off-campus should meet as early as possible with the Department Chair to plan and to discuss how potential courses

might be used in the major. Although most study-away programs do not offer geoscience courses, there are some that dovetail well with Geosciences. Examples include the Williams-Mystic program, the Frontiers Abroad program at Canterbury University in New Zealand, and the program at the University of Otago in New Zealand. Courses offered at Norwegian Technical Universities and at several universities in the United Kingdom have also been accepted. Up to two geoscience courses taken away from Williams can be counted toward the nine-course major. Be sure to meet with a Geosciences faculty advisor or Department Chair to discuss your plans and ideas for off-campus work.

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Generally not until after a student returns and can provide course material for review (e.g. Syllabus and/or completed work such as exams, portfolios, lab reports and the like).

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings, assignments, evaluation criteria.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. A maximum of two courses can be credited toward major requirements.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Students should consult with the chair or other department faculty members to plan ahead and make sure that requirements can be met.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **GEOS 100 (S) Introduction to Weather and Climate**

**Cross-listings:** GEOS 100 ENVI 100

### **Primary Cross-listing**

How is it that we have such a hard time predicting if it's going to rain next week, but we can be confident in projections of future climate change decades from now? This course will explore the atmosphere and how air moves and changes, understanding the wind, clouds, precipitation, and extreme events (including thunderstorms, hurricanes, and tornados) that form our weather. Building off of our understanding of the atmosphere, we'll look at longer time scales to develop a basic understanding of earth's climate, global heat and moisture transport, climate change, and the ways that humans can change our planet. We will look at weather and climate models to learn how to scientists and meteorologists predict future conditions. Labs will include local field trips, bench top experiments, and running a climate model on a computer. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** lab assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 100 (D3) ENVI 100 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **GEOS 101 (F) The Co-Evolution of Earth and Life**

**Cross-listings:** GEOS 101 ENVI 105

Primary Cross-listing

Our planet is about 4.6 billion years old and has supported life for at least the last 3.5 billion of those years. This course will consider the inter-related nature of Earth and the life that inhabits it, starting with the first living organisms and progressing to the interaction of our own species with the Earth today. Students will investigate the dynamic nature of the Earth-life system, examine many of its feedbacks, and learn about the dramatic changes that have occurred throughout the history of the Earth. We will ask questions such as: How did the Earth facilitate biologic evolution, and what effects did those biologic events have on the physical Earth? When did photosynthesis evolve, how can we detect that in the rock record, and how did this biological event lead to profound changes in the environment? How and why did animals evolve and what role did environmental change play in the radiation of animal life? How did the rise and radiation of land plants affect world climate? How do plate tectonics, glaciation, and volcanism influence biodiversity and evolutionary innovation? What caused mass extinctions in the past and what can that teach us about our current extinction crisis? Labs will involve hands-on analysis of rocks, fossils, and real-world data as well as conceptual and analytical exercises; field trips will contextualize major events in Earth history and will help students learn to read the rock record. Through these investigations, the class will provide a comprehensive overview of Earth history, with special attention paid to the geological and paleontological history of the northeastern United States. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** one laboratory per week plus one all-day field trip

**Requirements/Evaluation:** lab work, short quizzes, midterms, an independent project, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 101 (D3) ENVI 105 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **GEOS 102 (S) An Unfinished Planet**

The Earth is a work-in-progress, an evolving planet whose vital signs--as expressed by earthquakes, volcanic eruptions, and shifting plates--are still strong. In a geological time frame, nothing on Earth is permanent: ocean basins open and close, mountains rise and fall, continental masses collide and pull apart. There is a message here for all of us who live, for an infinitesimally brief time, on the moving surface of the globe. This course uses the plate tectonics model--one of the fundamental scientific accomplishments of the past century--to interpret the processes and products of a changing Earth. The emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, the nature of the Earth's interior, the changing configurations of continents and ocean basins through time, and, in some detail, the formation of the Appalachian Mountain system and the

geological assembly of New England. Readings will be from a physical geology textbook, a primary source supplement, selected writings of John McPhee, and references about the geology of the Northeast. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** lecture three hours per week and lab (several involving field work) two hours per week; one required all-day field trip on the last Monday of the semester to the Connecticut Valley and the highlands of western Massachusetts

**Requirements/Evaluation:** three hour-tests and weekly lab work

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 3:00 pm Paul M. Karabinos

LAB Section: 03 W 1:00 pm - 3:00 pm Paul M. Karabinos

### **GEOS 103 (F) Global Warming and Environmental Change**

**Cross-listings:** ENVI 103 GEOS 103

#### **Primary Cross-listing**

Earth is the warmest it has been for at least five centuries, and the surface of our planet is responding. From extreme floods and drought to landslides and wildfires, the natural processes that shape Earth's surface are tied to temperature and precipitation. People are beginning to feel the impacts, but in different ways depending on where they call home. In this course, we will investigate how climate change is altering landscapes and the natural processes that support them, highlighting all the ways that people are being affected today. Ultimately, we will develop an understanding of the consequences of climate change that connects physical processes with geography. Specific topics include foundations of the Earth system, plate tectonics and the construction of landscapes, Earth materials, rivers and flooding, hillslope processes, coastal processes, and climate impacts on natural resources such as fresh water and soil. Labs will use local field sites and analytical exercises to evaluate recent cases that reflect an interaction of the landscape and climate. We will also visit and engage with Black communities and community leaders across New England who are grappling with the unjust distribution of resources to mitigate climate impacts and who have been disproportionate bearers of environmental risk.

**Requirements/Evaluation:** written reports from laboratories and readings, class participation, a midterm and final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors and Environmental Studies majors and concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 103 (D3) GEOS 103 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am José A. Constantine

LAB Section: 02 T 1:00 pm - 3:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 3:00 pm José A. Constantine

## GEOS 104 (F) Oceanography

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

### Primary Cross-listing

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

## GEOS 106 (F) Being Human in STEM (DPE)

**Cross-listings:** PHYS 106 GEOS 106 STS 106

### Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

**Class Format:** class discussions, group project work (out of class time required)

**Requirements/Evaluation:** short response papers, class discussion participation, leading class discussions, group work, and final project

**Enrollment Limit:** 15

**Enrollment Preferences:** DIV III majors; statement of interest may be requested

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** does not count towards GEOS or PHYS major credit

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 106 (D3) GEOS 106 (D3) STS 106 (D2)

**Difference, Power, and Equity Notes:** This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Not offered current academic year

### **GEOS 107 (F) Astrobiology**

**Cross-listings:** GEOS 107 ASTR 107

#### **Primary Cross-listing**

Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, and modeling chemical fingerprinting tools used by Mars rovers. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal. This course requires no previous experience in the sciences. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Lectures will be partially flipped with student responsible for watching videos before class; class time will be split between short lectures, small group activities, and class discussions. Lab groups will meet in person every other week and have group project work on alternate weeks that may be done virtually or in person.

**Requirements/Evaluation:** Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal.

**Prerequisites:** none

**Enrollment Limit:** 46

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 46

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course counts towards the GEOS Group B Electives - Sediments and Life

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 107 (D3) ASTR 107 (D3)

**Attributes:** GEOS Group B Electives - Sediments + Life

Not offered current academic year

### **GEOS 111 (F) Radical Science- How Geology Changed the Way We See the World (WS)**

Copernicus shocked Europe when he suggested that the Earth is not the center of the universe. Hutton and other geologists made an equally radical proposal more than two centuries later when they introduced the concept of deep time and argued that the Earth was much older than 6,000 years, as determined by biblical scholars. Several decades later, Darwin and Wallace shook the foundation of western philosophy once more when they proposed that organisms evolved. When geologists reinterpreted landscape features once attributed to the great flood as evidence for past continental glaciation, the concept of extreme climate change through time sprang to life. During the 20th century, the permanence of Earth's geography was challenged by the continental drift hypothesis, which was initially rejected for decades until it reemerged as plate tectonic theory. This tutorial explores how geologic breakthroughs challenged western views of humans as the center of creation living in a world with limited change. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** five 5-page papers and five oral critiques of partner's papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** First year students then second year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Students will write five 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** GEOS Group C Electives - Solid Earth

Fall 2022

TUT Section: T1 TBA Paul M. Karabinos

### **GEOS 201 (F) Field Methods and Structural Geology (WS)**

Geologic history is preserved in rocks and it can be deciphered using fundamental principles such as superposition and cross-cutting relationships. Field observations are essential to understanding the rock record, and data and interpretations are encoded in geologic maps. This course introduces students to topographic and geologic maps, best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, and structures such as folds, and faults. Students will develop skills for presenting field data in papers, figures, and oral presentations. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** lecture and discussion, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** short weekly writing assignments will form the basis for two 10-page papers based on field trips and a final independent project

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Geosciences majors or students with a strong interest in geosciences

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$15 for field supplies

**Distributions:** (D3) (WS)

**Writing Skills Notes:** There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip. The shorter assignments will be incorporated in two papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GEOS Group C Electives - Solid Earth

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 4:00 pm Paul M. Karabinos

### **GEOS 202 (F) Mineralogy**

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

**Requirements/Evaluation:** one hour test, lab work, and a final exam

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

Not offered current academic year

### **GEOS 205 (F) Economic Geology and Earth Resources**

**Cross-listings:** GEOS 205 ENVI 207

#### **Primary Cross-listing**

"If it can't be grown, it must be mined." We depend on the solid Earth for a huge array of resources. The metal in your soda can, the plastic in your Nalgene, the components of your computer, the glass in your window, the hydrocarbons being burned to keep you warm in the winter or to transport you in cars or aircraft, the cars and aircraft themselves: all are made of materials mined from the Earth. Right now there are more people building more houses, paving more roads, making more vehicles, more electronics, and more plastic packaging—all with geologic materials. As demand soars in both established and growing economies, and as we realize the environmental damage that can result from resource extraction and processing, the importance of understanding Earth's resources increases. Finding new deposits and managing those we have requires insight into the geology that underlies the location and origin of strategic Earth materials. This class introduces the geologic processes that control formation, distribution, and extent of materials reserves: dimension stone and gravel, base and precious metal ores, gemstones, petroleum, nuclear energy sources, and specialty materials for medical, technological, and military uses. This course is in the SOLID EARTH GROUP for the Geosciences major.

**Class Format:** 2.5 hours lecture per week and one 3 hour lab per week, including some field labs

**Requirements/Evaluation:** one hour exam, a final exam, lab exercises, and a group project

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** sophomores and Geosciences majors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 205 (D3) ENVI 207 (D3)

**Attributes:** ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 207 (S) The Geoscience of Epidemiology and Public Health (DPE)**

**Cross-listings:** ENVI 201 GEOS 207

#### **Primary Cross-listing**

The Coronavirus pandemic has highlighted the many ways that diseases can be transmitted in the environment. As a society we are becoming aware of the many ways that geological processes and materials influence human health, in ways both beneficial and dangerous. This course unites geoscience, biomedicine and public health approaches to address a wide range of environmental health problems. These include water-related illnesses (e.g. diarrhea, malaria); minerals and metals, both toxic (e.g. asbestos, arsenic) and essential (e.g. iodine); radioactive poisoning (e.g. radon gas); and the transport of pathogens by water and wind. In many cases, the environmental health problems disproportionately affect marginalised populations, contributing to greater disease and death among poor communities and populations of colour. We will examine the broad array of dynamic connections between human health and the natural world. We will discuss the social justice implications of a range of environmental health

problems. And we will examine current research into how coronaviruses, such as the one causing COVID-19, are transported in the environment. This course is in the Sediments and Life group for the Geosciences Major.

**Requirements/Evaluation:** Evaluation will be based on short weekly writing assignments as well as an individual project and poster presentation.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 34

**Enrollment Preferences:** Preference to first-years, sophomores, and prospective Geosciences majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 201 (D3) GEOS 207 (D3)

**Difference, Power, and Equity Notes:** Through a series of case studies, we will examine ways in which marginalised groups (whether due to poverty, race, or ethnicity) are disproportionately affected by environmental health issues. Themes of power and equity in terms of decision making, access to knowledge, and funding availability, will be woven into all aspects of the class and will underpin our analysis of the science.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life PHLH Nutrition, Food Security+Environmental Health

Spring 2023

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

### **GEOS 208 (F) The Modern Carbon Cycle: the Story from Stable Isotopes**

Burning fossil fuels, industrial agriculture, and microbial processes all emit greenhouse gases to the atmosphere, and therefore contribute to climate change. But in what proportions? Enter stable isotopes. Everything around you--including the lithosphere, biosphere and hydrosphere--contains a mixture of carbon of mass 12 or 13. By learning the processes that control the ratio of these two stable isotopes in different Earth materials, we can better understand the modern carbon cycle, including its inputs and outputs, transformative processes, and interaction with global climate. In this course, we will review the basics of stable carbon isotope theory and analysis and use these tools to better understand the carbon cycle on different spatial and temporal scales. We will consider how to model both global and local sources of carbon to the atmosphere, both conceptually and through simple box models using stable isotopes. In lab, students will write models in R (no prior experience required), prepare organic and inorganic materials for carbon isotope analysis by a commercial laboratory, and correct and analyze real isotope data. This course is in the Oceans and Climate Group for the Geoscience major.

**Class Format:** 2.5 hours lecture per week and one 3 hour lab per week

**Requirements/Evaluation:** Weekly lab assignments, bi-weekly (open book) quizzes, a final project including a written report and oral presentation.

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Ana C. Gonzalez-Nayeck

LAB Section: 02 T 1:00 pm - 4:00 pm Ana C. Gonzalez-Nayeck

LAB Section: 03 W 1:00 pm - 4:00 pm Ana C. Gonzalez-Nayeck

### **GEOS 210 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

**Secondary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

Spring 2023

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

**GEOS 212 (S) Paleobiology**

**Cross-listings:** GEOS 212 BIOL 211

**Primary Cross-listing**

The fossil record is a direct window into the history of life on Earth and contains a wealth of information on evolution, biodiversity, and climate change. This course investigates the record of ancient life forms, from single-celled algae to snails to dinosaurs. We will explore how, why, when, and where fossils form and learn about the major groups of fossilized organisms and how they have changed through time. In addition, we will cover a range of topics central to modern paleobiology. These include: how the fossil record informs our understanding of evolutionary processes including speciation; the causes and consequences of mass extinctions; how fossils help us tell time and reconstruct the Earth's climactic and tectonic history; statistical analysis of the fossil record to reconstruct biodiversity through time; analysis of fossil morphology to recreate the biomechanics of extinct organisms; and using fossil communities to reconstruct past ecosystems. Laboratory exercises will take advantage of Williams' fossil collections as well as published datasets to provide a broad understanding of fossils and the methods we use to study the history of life on Earth, including using the programming language R (no previous experience is required). We will also view a diversity of fossils in their geologic and paleo-environmental context on our field trip to Eastern New York. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** One day field trip to the the Paleozoic of New York State

**Requirements/Evaluation:** Weekly lab assignments, frequent short quizzes and writing assignments, and a final project with a written and oral presentation component.

**Prerequisites:** any 100-level GEOS course or BIOL 102, 203 or 205

**Enrollment Limit:** 24

**Enrollment Preferences:** sophomore and junior GEOS majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 212 (D3) BIOL 211 (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

### **GEOS 214 (S) Mastering GIS**

**Cross-listings:** GEOS 214 ENVI 214

Primary Cross-listing

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS has opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course will teach you how to use GIS to investigate environmental problems. We will review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention will also be given to analysis of remotely sensed (satellite) imagery and to collection of field data. By the end of the course, you will be able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, weekly quizzes, and a research project

**Prerequisites:** at least one course in Geosciences or Environmental Studies

**Enrollment Limit:** 18

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 214 (D3) ENVI 214 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm José A. Constantine

LAB Section: 02 T 1:00 pm - 4:00 pm José A. Constantine

LAB Section: 03 R 1:00 pm - 4:00 pm José A. Constantine

### **GEOS 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

Primary Cross-listing

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change.

Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is

unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

### **GEOS 217 (S) Planets and Moons**

**Cross-listings:** ASTR 217 GEOS 217

#### **Primary Cross-listing**

This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** Reading journal, lab exercises, class participation

**Prerequisites:** any 100-level GEOS or any 100-level ASTR course, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences majors, Astronomy/Astrophysics majors, and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 217 (D3) GEOS 217 (D3)

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 220 (F) Evolution of and on Volcanic Islands (WS)**

**Cross-listings:** GEOS 220 ENVI 219

#### **Primary Cross-listing**

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** One-hour weekly meetings with tutorial partner and instructor

**Requirements/Evaluation:** five 5-page papers and critiques of partner's papers

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a demonstrated interest in geosciences

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 220 (D3) ENVI 219 (D3)

**Writing Skills Notes:** Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** ENVI Natural World Electives GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

#### **Primary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **GEOS 226 (S) The Oceans and Climate (WS)**

**Cross-listings:** GEOS 226 ENVI 226 ENVI 252 MAST 226

Primary Cross-listing

The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** evaluation will be based on the critical analysis of reading from the scientific literature through discussion, writing and revision

**Prerequisites:** at least one GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a strong interest in Geosciences and Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 226 (D3) ENVI 226 (D3) ENVI 252 (D3) MAST 226 (D3)

**Writing Skills Notes:** each student will write five 5-page position papers and five 1-page response papers; students will give and receive feedback through peer review and tutorial meeting discussions and will develop their writing and critical analysis skills through revision

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Not offered current academic year

### **GEOS 227 (S) Climate Data Analysis**

**Cross-listings:** GEOS 227 ENVI 226

Primary Cross-listing

In this tutorial, students will learn how to access and work with the datasets that show how our climate is changing. The course introduces a series of analytical methods used in climate science, and students then apply those 'recipes' to data of their choosing to research parts of the climate system. Over the course of the term, a student might investigate the seasonality of global atmospheric carbon dioxide levels, maps of sea level anomalies, and the impact El Niño patterns have on Western US rainfall. Students will present their findings, and their insights into the particular aspect of the climate system, at weekly tutorial meetings. Analytical approaches covered in the class include climatologies, time series analysis (trends, periodicity, and autocorrelation), anomaly maps, composites, and zonal/meridional averaging. As for regions and climate systems students can explore: the sky is the limit. This course is in the Oceans and Climates group for the Geosciences major.

**Class Format:** Asynchronous recorded lectures will provide instruction on new analytical techniques every two weeks. Students will meet in pairs for one hour every week with the instructor: each student will present the results of their data analysis and their interpretation for discussion every other week.

**Requirements/Evaluation:** Five 3-4 page papers including figures made from analyzing data.

**Prerequisites:** At least one GEOS or ENVI course

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with a strong interest in Geosciences and Geoscience majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 227 (D3) ENVI 226 (D3)

**Attributes:** ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **GEOS 234 (S) Introduction to Materials Science (QFR)**

**Cross-listings:** GEOS 234 PHYS 234

Secondary Cross-listing

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

**Class Format:** lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

**Requirements/Evaluation:** weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

**Prerequisites:** high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** based on students' scientific background and seniority

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course does not count toward the Geosciences major.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 234 (D3) PHYS 234 (D3)

**Attributes:** MTSC Courses

Not offered current academic year

## **GEOS 255 (F) Environmental Observation**

**Cross-listings:** GEOS 255 ENVI 255

### **Primary Cross-listing**

To study the environment, we need to observe and measure it. We collect data--numbers that represent system states--and analyze them to create understanding of the world we live in. Advances in technology create more opportunities to discover how the planet works. Through a survey of observational approaches (including weather stations, direct sampling, remote sensing, community-based monitoring, and other techniques), this course will investigate the process of turning a physical property in the environment into a number on a computer and then into meaningful information. We will explore both direct field measurements and remote sensing techniques, diving into how to choose the appropriate sensor for a scientific question, how sensors work, analysis approaches and statistical methods, and how to interpret the resulting data. We will also learn how to mitigate measurement bias through a combination of lab experiments and field work and how to make interpretations of measurements that accurately reflect what is being measured. The course will focus on the near-surface environment, including the atmosphere, water, and biosphere. Students will carry out a research project using observation techniques covered in class to explore a scientific question of interest. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** Weekly labs, four quizzes, and a final project

**Prerequisites:** at least one prior course in GEOS or ENVI

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores, then GEOS majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 255 (D3) ENVI 255 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

## **GEOS 301 (F) Geomorphology**

**Cross-listings:** GEOS 301 ENVI 205 ENVI 331

### **Primary Cross-listing**

Geomorphology is the study of landforms, the processes that shape them, and the rates at which these processes change the landscape in which we live. The course is designed for Geosciences majors and for environmental studies students interested in the evolution of Earth's surface and the ways our activities are changing the planet. We will examine the ways in which climatic, tectonic, and volcanic forces drive landscape evolution over relatively short periods of geologic time, generally thousands to a few millions of years. More recently, the impacts of human activity in reshaping landscapes, determining the movement of water, and changing climate could not be clearer. We will also examine how these impacts are affecting communities, including causes and possible solutions to environmental injustice. We will learn a range of practical skills for describing physical environments and for predicting how they change, including field surveys, GIS analysis, and numerical modelling. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** weekly lab exercises, a research project, and a midterm and final exam

**Prerequisites:** At least one 100-level and one 200-level GEOS or ENVI course or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 301 (D3) ENVI 205 (D3) ENVI 331 (D3)

**Attributes:** AMST Space and Place Electives ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses

Not offered current academic year

### **GEOS 302 (S) Sedimentology (WS)**

Sediments and sedimentary rocks are the book in which Earth's history is recorded, where we read the stories of ancient oceans and continents, and how life evolved. Sand and dirt preserve information about the rocks that were eroded to form them, the fluids and forces that transported them, the ways in which they were deposited, and the ecosystems that they supported. Understanding sediments is also fundamental to society, for many kinds of civil engineering as well as pollution and environmental remediation. We will investigate sediment composition, fluid mechanics, bedforms, and depositional environments, building to an integrated understanding of erosion, deposition, and changes over time. We will also acknowledge and examine the roles that racism and colonialism have played in sedimentologic research. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** lecture/discussion three hours per week and laboratory three hours per week; field trips: two half-day and one all-day

**Requirements/Evaluation:** lab and field exercises, writing assignments, participation in discussions

**Prerequisites:** At least one course in GEOS Group B (Solid Earth) AND one course in GEOS Group C (Sediments and Life); or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Weekly 2-3 page writing assignments will be thoroughly edited for style, grammar, and syntax; each student will compile their papers as a growing body of work, and each new assignment will be read and edited in the context of previous submissions.

**Attributes:** EXPE Experiential Education Courses GEOS Group B Electives - Sediments + Life MAST Interdepartmental Electives

Not offered current academic year

### **GEOS 303 (S) Igneous and Metamorphic Petrology**

Using plate tectonics and the geologic assembly of New England as a template, this course explores the origin of crystalline rocks--volcanic, plutonic, and metamorphic--that comprise 94% of the Earth's crust. Field and lab studies are the crux of the course, supported by experimental work and thermodynamic principles. Chemical and mineralogical compositions and rock fabrics provide evidence for crystallization environments and tectonic settings, past and present. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Discussion, three hours per week and laboratory, two hours per week; several field trips during lab hours.

**Requirements/Evaluation:** lab work, one hour test, and a final exam

**Prerequisites:** GEOS 202 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** GEOS majors

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 304 (S) Mineralogy and Petrology**

Minerals are Earth's basic building blocks. They form, deform, and transform in response to environment conditions, and in doing so, they record a wide range of processes in the Earth system. In this course, we will use minerals to understand the geologic record at multiple timescales, from the slow process of continental assembly and break-up to rapid processes such as volcanic eruptions and biogeochemical cycles. Central to this analysis is rock and mineral characterization. Therefore, laboratory and field studies will hone fundamental observational skills of minerals at multiple scales, from atomic scale crystalline structures to macroscopic physical properties in hand sample. Discussion of experimental and natural data (phase

relationships, thermodynamics, and major and trace element geochemistry) in conjunction with these petrographic approaches, will create a framework for interpreting the dynamic processes and geologic settings where igneous and metamorphic rocks form. The semester will culminate in a final project that applies both the observation and interpretive skills developed, giving students the chance to collect data and "read the geologic record" left behind in rocks from around the world.

**Class Format:** three lectures per week with two lab sections.

**Requirements/Evaluation:** This class may include field trips, problem sets, 2-3 exams and an final project

**Prerequisites:** 1 100-level GEOS course

**Enrollment Limit:** 24

**Enrollment Preferences:** GEOS majors who have taken at least one 100-level GEOS course.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** GEOS Group C Electives - Solid Earth

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Mike R. Hudak

LAB Section: 02 T 1:00 pm - 4:00 pm Mike R. Hudak

LAB Section: 03 M 1:00 pm - 4:00 pm Mike R. Hudak

### **GEOS 308 (S) Life on Mars?**

On February 18th, 2021, the Perseverance Rover landed in the Jezero Crater on Mars, with the objective to "seek signs of ancient life and collect samples of rock and regolith (broken rock and soil) for possible return to Earth." In this course, we will investigate what "signs" would point to ancient or modern life, both on the Martian surface and in the chemistry of any samples (eventually) returned to Earth. Topics to be covered include the visual and chemical evidence for life on Earth and its application to Martian environments; if and how compounds indicative of life could be preserved in Martian rocks; insights from Earth analogues for Mars environments; the potential for modern subsurface life on Mars; and whether life on Earth could have originated on Mars. In lab, we will grow our own microbial mats, and characterize the visual and chemical characteristics that make them "alive." As a final project, students will prepare a mock manuscript for publication in the journal *Astrobiology*. This course is in the Sediments and Life Group for the Geoscience major.

**Class Format:** 3 hours per week of class, 3 hours per week of lab

**Requirements/Evaluation:** Weekly lab assignments, two reports on primary literature, final paper in the style of a manuscript for publication

**Prerequisites:** any 100-level GEOS course

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior GEOS majors, or permission of instructor

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** GEOS Group B Electives - Sediments + Life

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Ana C. Gonzalez-Nayeck

LAB Section: 02 R 1:00 pm - 4:00 pm Ana C. Gonzalez-Nayeck

### **GEOS 309 (F) Modern Climate (QFR)**

**Cross-listings:** GEOS 309 ENVI 209

**Primary Cross-listing**

What will happen to the Earth's climate in the next century? What is contributing to sea level rise? Is Arctic sea ice doomed? In this course we will

study the components of the climate system (atmosphere, ocean, cryosphere, biosphere and land surface) and the processes through which they interact. Greenhouse gas emission scenarios will form the basis for investigating how these systems might respond to human activity. This course will explore how heat and mass are moved around the atmosphere and ocean to demonstrate how the geographic patterns of climate change arise. We will also focus on climate feedback effects--like the albedo feedback associated with sea ice and glacier loss--and how these processes can accelerate climate change. In labs we will learn MATLAB to use process and full-scale climate models to investigate the behavior of these systems in response to increasing greenhouse gasses in the atmosphere. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** 4 multi-week lab projects and several short quizzes

**Prerequisites:** Any of GEOS 100, GEOS 103, ENVI 102, GEOS 215, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** GEOS and ENVI majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 309 (D3) ENVI 209 (D3)

**Quantative/Formal Reasoning Notes:** Labs consist of a series of numerical climate modeling projects, which require significant quantitative and logical reasoning.

**Attributes:** ENVI Natural World Electives EVST Environmental Science GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **GEOS 312 (F) Mass Extinctions: Patterns and Processes (WS)**

Over the last 541 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct; during others, groups like the dinosaurs vanished from the planet after tens of millions of years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the Phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Weekly 1-hour tutorial meetings with pairs of students; one required all-day field trip.

**Requirements/Evaluation:** four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set

**Prerequisites:** GEOS 107 or GEOS 212; or permission of instructor + any 200 level GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** This is a tutorial that involves students writing 4 original response papers and one substantial revision to their writing.

**Attributes:** GEOS Group B Electives - Sediments + Life

Fall 2022

TUT Section: T1 TBA Phoebe A. Cohen

### **GEOS 317 (S) Current topics in Planetary Geology (WS)**

**Cross-listings:** GEOS 317 ASTR 317

Primary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice

ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.

**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 317 (D3) ASTR 317 (D3)

**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 350 (S) Climate, Tectonics, and Erosion (WS)**

Traditionally tectonics investigated processes operating deep in the crust and mantle, whereas geomorphology focused on surficial processes that shape the landscape. This course explores the complex interactions between tectonic and surficial processes. It has long been recognized that crustal uplift during mountain building creates new landscapes, but we now suspect that variations in erosion rate can fundamentally influence the development of mountains. Climate plays a central role in this feedback loop; the rise of mountains can change climate, and such changes can alter regional erosion rates. This course will examine how geologists use characteristic markers to estimate the amount of surface uplift, methods for determining uplift rate, surface response to faulting and folding, measuring displacement of the crust with GPS and interferometry methods, how mountain building affects erosion and exhumation rates, the limits to relief in mountains, and the interaction between mountains and climate. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** After an initial group meeting, students will meet in pairs for one hour each week with the instructor; each student will orally present a written paper every other week for criticism during the tutorial session

**Requirements/Evaluation:** five 4- to 5-page papers based on journal articles

**Prerequisites:** at least one of the following courses: GEOS 101, 102, 103, 202, 203, 215, 302, 303, 303 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a strong interest in Geosciences

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)**

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. We will read journal articles to explore how plate tectonics can help explain the evolution of mountain belts with

special emphasis on the Appalachians.

**Class Format:** Remote, weekly one-hour meetings with tutorial partner and instructor

**Requirements/Evaluation:** five papers based on journal articles, and critiques of partner's papers

**Prerequisites:** GEOS 203, 302, or 303 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Five 5-page papers throughout the semester based on journal articles. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **GEOS 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Primary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **GEOS 410 (S) The Cryosphere**

**Cross-listings:** ENVI 410 GEOS 410

#### **Primary Cross-listing**

The Earth's climate system is often described in terms of its spheres, including the atmosphere, biosphere, lithosphere, oceans, and the cryosphere. The cryosphere is the naturally occurring ice on Earth in all its many forms: snow, glaciers, ice sheets, sea ice, frozen lakes and rivers, and permafrost (frozen soil). These parts of the climate system may seem remote, but have implications for climate and weather around the world. Melting glaciers and ice sheets have already contributed to sea level rise, and are projected to do so even more in the future. This course will explore the cryosphere, including snow, sea ice, permafrost, and glaciers through lectures, hands-on and data analysis labs, reading journal articles, and a final project. A spring break field trip to Alaska offers the opportunity to get boots-on-the-snow experience with glaciers, sea ice, and permafrost. As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major.

**Class Format:** Class periods and lab periods will be used interchangeably based on the weather. The spring break trip to Alaska is optional.

**Requirements/Evaluation:** Evaluation will be based on short papers, labs responses, and a research project

**Prerequisites:** GEOS 215 or GEOS 255 or GEOS 309 or MAST 311 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior GEOS majors, then other GEOS majors and senior ENVI majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Materials/Lab Fee:** Labs will be outside during the winter: students should be prepared to dress appropriately for the weather.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 410 (D3) GEOS 410 (D3)

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans

**Not offered current academic year**

### **GEOS 414 (S) Reading Deep Time (QFR)**

Ancient sedimentary rocks and the fossils they contain are time machines - direct windows into the deep history of life on Earth and the environments that life inhabited. In this course you will learn to "read" these deep time records by collecting, interpreting, and analyzing paleontological, stratigraphic, and sedimentological data. The course will be organized around a week-long spring break trip to explore the rocks of the House Range of Utah. The Cambrian and Ordovician strata of the House Range offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in fossil diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy (often referred to as historical geology). Labs will focus on skill building including learning basic coding in R (*no experience needed or expected*), and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including interpreting geological maps, measuring stratigraphic sections, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will help determine what data we will collect in the field and what projects emerge. Examples might be interpreting carbon isotopic analyses to reconstruct ancient oceanographic conditions, biostratigraphic correlation using fossils to reconstruct basin dynamics, determining paleoenvironment based on analyses of

thin sections, or digging into trilobite fossil preservation and evolutionary trends. Students will draw on previous experiences and course content in the Geosciences and bring small group research projects to completion by the end of the semester, which will be presented in poster form. This course fulfills the Geosciences Group B Elective: Sediments and Life.

**Class Format:** weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field course.

**Requirements/Evaluation:** Short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project presented in poster form.

**Prerequisites:** GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 201, GEOS 301, GEOS 302, GEOS 312T, or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior, and then Junior, Geosciences majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

**Attributes:** GEOS Group B Electives - Sediments + Life

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

#### **GEOS 493 (F) Senior Thesis: Geosciences**

Geosciences senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Phoebe A. Cohen

#### **GEOS 494 (S) Senior Thesis: Geosciences**

Geosciences senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Phoebe A. Cohen

#### **GEOS 497 (F) Independent Study: Geosciences**

Geosciences independent study.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Phoebe A. Cohen

**GEOS 498 (S) Independent Study: Geosciences**

Geosciences independent study.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Phoebe A. Cohen

**Winter Study -----**

**GEOS 13 (W) Ecosystems Past and Present: Mexico's Gulf of California**

Wedge between mainland Mexico and the Baja California peninsula, the Gulf of California (also called the Sea of Cortez) is a marginal sea that extends from its opening with the Pacific Ocean for 1,100 km northwest to a blind-end at the Colorado River delta. Maximum water depth exceeds 2,500 m in tectonically active segments linked to spreading oceanic crust on the East Pacific Rise. Due to upwelling of nutrient-rich waters, the gulf is one of the most biologically fertile places on the planet. A dozen inter-related ecosystems are found in this special area, including rocky shores, coral reefs, coralline algae banks, clam flats, sandy beaches, coastal dunes, mangroves, closed microbial lagoons, estuaries with related deltas, open sea biome, hydrothermal springs, and at greatest depth mineral-laden black smokers. Each of these functional systems may be compared with direct counterparts preserved in the surrounding rock record dating back roughly 5 million years. The evolution of ecosystems within the Gulf of California up to the present day is outlined with an emphasis on ecosystem services that benefit human kind on multiple levels including geological heritage. During the final week of class, each student will make an oral presentation on a marine zone from another part of the world that entails a multiplicity of ecosystems similar to those in the Gulf of California. Potential topics may include tectonically active zones in the Caribbean, Mediterranean, and Red seas, as well as the Persian Gulf, Western Australia's Shark Bay, Indonesia's Malacca Strait, Japan's Inland Sea, and China's Yellow Sea.

**Requirements/Evaluation:** final project or presentation; class participation and delivery of an oral report (PowerPoint) on one of the suggested topics

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority to First-Year Students with a demonstrated interest in marine geology and biology.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Markes Johnson is Professor Emeritus in the Geosciences Department at Williams College and the author of several books on the geology and ecology of Mexico's Baja California.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTWR 10:00 am - 11:50 am Markes E. Johnson

**GEOS 22 (W) Geosciences Research**

Students will spend part of Winter Study doing fieldwork collecting data. Back at Williams, they will analyze the data. Each student will have responsibility for a subset of the data, and the individual sub-projects will contribute to the overall research.

**Class Format:** to be arranged with instructor

**Requirements/Evaluation:** final project

**Prerequisites:** two Geosciences courses; permission of the instructor required before registering for the course

**Enrollment Limit:** 3

**Expected Class Size:** 3

**Grading:** pass/fail only

Winter 2023

RSC Section: 01 TBA Phoebe A. Cohen

**GEOS 31 (W) Senior Thesis: Geosciences**

To be taken by students registered for Geosciences 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

**Distributions:** (D3)

Winter 2023

HON Section: 01 TBA Phoebe A. Cohen

**GEOS 99 (W) Independent Study: Geosciences**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Phoebe A. Cohen

## GERMAN (Div I)

**Chair: Professor Janneke van de Stadt**

Professors: G. Newman, Associate Professor, C. Koné, Visiting Assistant Professor, S. Fuchs; Teaching Associates: Hadia Nadjafi and Ana Andricic.

Professor Koné is on leave in the fall.

### STUDY OF GERMAN LANGUAGE AND GERMAN-LANGUAGE CULTURE

The department provides language instruction to enable the student to acquire all four linguistic skills: understanding, speaking, reading, and writing. German 101-W-102 stresses communicative competence and covers German grammar in full. German 103 combines a review of grammar with extensive practice in reading and conversation. German 104 aims to develop facility in speaking, writing, and reading. German 120 is an intensive communicative German course that strives to cover two semesters of the language in one. German 201 emphasizes accuracy and idiomatic expression in speaking and writing. German 202-209 combines advanced language study with the examination of topics in German-speaking cultures. The 202 and up course level may be taken twice with different content for major credit. Each year the department offers upper-level courses treating various topics from the German-language intellectual, cultural, and social world in which reading, discussion and writing are in German. Students who have studied German in secondary school should take the placement test given during First Days in September to determine which course to take.

### STUDY ABROAD

The department strongly encourages students who wish to attain fluency in German to spend a semester or year studying in Germany or Austria, either independently or in one of several approved foreign study programs. German 104 or the equivalent is the minimum requirement for junior-year abroad programs sponsored by American institutions. Students who wish to enroll directly in a German-speaking university should complete at least 201 or the equivalent. In any case, all students considering study-abroad should discuss their language preparation with a member of the department.

### FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

The department can tentatively pre-approve courses for major or certificate credit, based on information from the study away program or the course catalog, if direct enrollment, but final credit is only granted after review of the courses and the grades once taken.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, plus conversations with the student if necessary.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. The maximum number of credits is four.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. Students may not count language courses in other languages (e.g., Italian) for major credit, nor natural science or math courses.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

One of our majors who is pre-med thought he could take Chemistry of Biology in Germany and have it count toward the German major, but that is not the case. It is not sufficient for the language of instruction in a given course to be German; the content must also have to do with the culture, history, politics, economics, etc. of Germany, Austria, or Switzerland.

### THE CERTIFICATE IN GERMAN

To enhance a student's educational and professional profiles, the department offers the Certificate in German. It requires seven courses—three fewer than the major—and is especially appropriate for students who begin study of the language at Williams.

Students who enter Williams with previous training in German may substitute more advanced courses for the 100-level courses; they can also be exempted from up to two of the required courses.

The student must achieve proficiency at the level of a B in German 104 or the equivalent.

Appropriate elective courses can usually be found among the offerings of German, Art History, History, Music, Philosophy, Political Science, and Theatre.

### **Required Courses**

German 101

German 102

German 103

German 104

German 201

### **Elective Courses**

at least one course (in German or English) on German cultural history (literature, art, drama, music)

at least one course (in German or English) on German intellectual, political, or social history

### **THE MAJOR**

The German major offers students an interdisciplinary approach to German intellectual and cultural history by combining courses in German language and literature with courses in History, Philosophy, Music, and other appropriate fields.

For students who start German at Williams, the major requires a minimum of ten courses: German 101-102, 103, 104, 201 and 202; two 300-level German courses; and two electives from either German courses numbered above 202 or appropriate offerings in other departments.

For students who have acquired intermediate or greater proficiency in the language before coming to Williams, the minimum requirement is nine courses: German 202; two 300-level German courses; and six other courses selected from German courses numbered above 102 and appropriate offerings in other departments.

### **Examples of appropriate courses in other departments are:**

Art History 267 Art in Germany: 1960 to the Present

History 239 Modern German History

History 338 The History of the Holocaust

Music 108 The Symphony

Music 117 Mozart

Music 118 Bach

Music 120 Beethoven

Philosophy 309 Kant

Students may receive major credit for as many as four courses taken during study abroad in Germany or Austria in the junior year.

### **THE DEGREE WITH HONORS IN GERMAN**

Students earn honors by completing a senior thesis (German 493-W31-494) of honors quality.

Students interested in honors should consult with the department chair no later than April 15 of their junior year. The usual qualifications for pursuing honors are: (1) an overall GPA of 3.33 or better, (2) a departmental GPA of 3.67 or better, (3) a strong interest in a specific topic for which an appropriate faculty advisor will be available in the senior year.

### **GERM 101 (F) Elementary German**

German 101-102 is for students with no previous study of German. The course employs a communicative approach involving all five language skills: listening comprehension, speaking, reading, writing, and culture. We focus initially on practice in understanding the spoken language and then move rapidly to basic forms of dialogue and self-expression. In the second semester, reading and especially writing come increasingly into play.

**Class Format:** Various types of instruction and learning; meets five days a week

**Requirements/Evaluation:** Active class participation, written homework, written and oral assessments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First- and second-year students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Credit granted only if both semesters (GERM 101 and 102) are taken.

**Distributions:** (D1)

Fall 2022

LEC Section: 01 M-F 10:00 am - 10:50 am Gail M. Newman

### **GERM 102 (S) Elementary German II**

German 102 is the continuation of German 101, and will provide you with a further introduction to the language and cultures of German-speaking countries. You will have the opportunity to practice listening, reading, writing, and speaking in German both through in-class activities and homework assignments. During the semester, you will learn about various cultural perspectives, products, and practices of German-speaking countries. Some of the topics that will be addressed this semester include the following: housing; housework; geography and landscape; transportation; travel plans and experiences; food and drink; cooking and ordering food at restaurants; childhood and youth; fairy tales; health and personal hygiene; family, marriage, and partnership; community issues in a multicultural society; literature, music, and film. *This language course is conducted in German.*

**Requirements/Evaluation:** active class participation, midterm & final exams, essays, quizzes, homework

**Prerequisites:** GERM 101 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** If course over-enrolls (beyond cap), preference will be given to students in GERM

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students registered for GERM 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (GERM 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

SEM Section: 01 M-F 10:00 am - 10:50 am Susanne Fuchs

### **GERM 103 (F) Intermediate German I**

In this course students will further develop their German language skills, by discussing a variety of cultural topics and themes in the German-speaking world. Through extensive work on expanding vocabulary, reviewing major grammar topics, conversation and composition exercises, students will strengthen their language skills and develop cultural competency. The course focuses on real communication in meaningful contexts and aims to develop and consolidate students' speaking, listening, reading and writing abilities at the intermediate level. Using a variety of media, such as texts, video and audio, students will explore various themes and cultural topics in the German-speaking world. Students will have the opportunity to practice and improve their spoken and written German skills through in-class activities and homework assignments. The use of easy readers in the target language will also help to enhance reading comprehension. *The course is taught in German. Active and dedicated participation including homework is expected.*

**Requirements/Evaluation:** active class participation, midterm and final exams, quizzes, essays, homework

**Prerequisites:** GERM 102 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** If course over-enrolls (beyond cap), preference will be given to students in GERM

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Susanne Fuchs

### **GERM 104 (S) Intermediate German II**

German 104 is the continuation of German 103 and a prerequisite to all advanced courses in German. You will practice your speaking and writing skills, watch film clips and other media (such as music videos, interviews, news reports), and read a variety of contemporary texts ranging from magazine articles to short stories. The assigned materials are centered around one culturally relevant theme (in spring 2023: "resistance"), which enables you to continuously add to your knowledge and combine and compare contents throughout the term. This course includes reviews of advanced grammar topics. *Conducted in German.*

**Requirements/Evaluation:** active class participation, quizzes, essays, homework

**Prerequisites:** GERM 103 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** If course over-enrolls (beyond cap), preference will be given to students in GERM

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 9:00 am - 9:50 am Susanne Fuchs

### **GERM 110 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)**

**Cross-listings:** GERM 110 COMP 109

#### **Primary Cross-listing**

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (*Coded Message for the Boss*, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (*The Lost Honor of Katharina Blum*, 1975; *Knife in the Head*, 1978) the afterlives of former terrorists who were offered new identities as 'ordinary' East Germans (*The Legend of Rita*, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (*Es ist nicht vorbei*, Anderson). We will also discuss popular film representations of spying in *Lives of Others* (2007) and *Bridge of Spies* (2015), and selected episodes from the popular TV-series *Germany 83 and 86* (2018). Literature will likely include: Thomas Brasch, *The Sons Die Before the Fathers* (1977), Christa Wolf, *What Remains* (1993), Monika Maron, *Flight of Ashes* (1981), Heinrich Böll, *The Lost Honour of Katharina Blum* (1974). All texts in English, films have English subtitles.

**Class Format:** Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to

supplement the assigned primary texts.

**Requirements/Evaluation:** 5 5-page tutorial papers and 2-page responses (in English)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First Years, in groups of 3 students.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 110 (D1) COMP 109 (D1)

**Writing Skills Notes:** This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Not offered current academic year

### **GERM 120 (S) Turbodeutsch: Intensive Elementary German**

An accelerated version of Elementary German, covering nearly all the material of GERM 101-102 in one semester. The course employs a communicative approach involving all four language skills: listening comprehension, speaking, reading, and writing. Best suited to very committed students who have had no previous German, or to students who have had some previous German but who did not place into GERM 103. The course will meet every day, including three 50-minute periods on MWF and 2 75-minute periods on TR, plus a required TA session at a time to be arranged.

**Requirements/Evaluation:** active participation, tests, quizzes, final exam

**Prerequisites:** students with demonstrated need to take the language in only one semester; students also need to show a great deal of commitment to learning German

**Enrollment Limit:** 12

**Enrollment Preferences:** students who need German for their academic goals

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Gail M. Newman

### **GERM 201 (F) "Oida!" Living Language in Vienna**

Language is a living being, varied, like identity itself, across cultures and across time. This course has as its thematic focus *Wienerisch*, the very special variety of German that has developed in the multi-linguistic metropolis of Vienna; listening and reading work will center on Viennese German. But the thrust of the course is honing the students' own German. It will provide extensive study of German grammar and style, and intensive practice in speaking and writing idiomatically. *Readings and discussion in German.*

**Requirements/Evaluation:** Intensive class participation, regular written and oral exercises, midterm and final projects

**Prerequisites:** GERM 104 or contact instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Prospective German majors and German certificate students

**Expected Class Size:** 8

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Fall 2022

SEM Section: 01 MWF 11:00 am - 11:50 am Gail M. Newman

### **GERM 202 (S) German Comics**

The goal of this advanced course is to study language and culture through the exploration of German-language comics. Despite the boom in the production of comics since the reunification and the appearance of numerous talented artists in the German speaking world, German comics remain largely unknown and unrecognized abroad. This course seeks to introduce students to this rich, active genre and to deepen their understanding of it by allowing them to engage with its broad spectrum of subjects and styles. The course will address a variety of recent comics ranging from graphic novels by Nora Krug, Olivia Vieweg to literary comics by Flix, Isabel Kreitz, as well as historical comics by Simon Schwartz and Reinhardt Kleist. What are the recurrent themes in German comics? What kind of current political issues do these comics raise and what type of contemporary anxieties do they express? These are some of the questions the course seeks to answer. *This course is conducted entirely in German.*

**Requirements/Evaluation:** short oral presentations, three 1-2-page papers, two 3- to 5-page papers, and one final project

**Prerequisites:** GERM 104 and GERM 201

**Enrollment Limit:** 19

**Enrollment Preferences:** German Majors and German Certificate

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Christophe A. Koné

### **GERM 205 (S) Berlin--Multicultural Metropolis Between East and West**

We will examine texts and films about Berlin as a center of cultural and social transformations in the late nineteenth and twentieth centuries, with special emphasis on the post-wall period. We will move from the turn of the century (when the city's population had recently tripled in size) to the establishing of Berlin as a world capital in the 1920s, then through Nazi-era transformations, wartime destruction and the cold war division of the city. We will conclude with the reshaping of the city after the fall of the Berlin wall. Texts and films may include: Walter Benjamin, *Berliner Kindheit um 1900*, excerpts from Ulrich van der Heyden und Joachim Zeller's *Kolonialmetropole Berlin*, Walter Ruttmann, *Sinfonie einer Großstadt*, Irmgard Keun's *Das kunstseidene Mädchen*, Nazi architect Albert Speer's plans for Berlin as the fascist capital "Germania," the 1956 East German youth protest film *Ecke Schönhauser*, short fiction by Reiner Kunze, Aras Ören, Peter Schneider, Bodo Morshäuser, Irina Liebmann. Recent films to be included are: *Sonnenallee*, *Goodbye, Lenin!*, *Berlin is in Germany*, *Berlin Calling*.

**Class Format:** seminar/discussion

**Requirements/Evaluation:** frequent short writing assignments; oral presentations with partner, one 5-6pp. essay

**Prerequisites:** GERM 201 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores and Juniors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** GBST Urbanizing World Electives

Not offered current academic year

### **GERM 209 (S) Green Germany: Literature, Film, and the Environment**

Today, Germany is known as a world-wide leader in environmental policies, sustainable energy, and conservation efforts. This "green" culture, however, is not a new phenomenon, but has long constituted an essential part of German identity. In this course, we will trace Germany's relationship with the environment over the course of 200 years of cultural production. Among other things, we will consider the Romantic fascination with the sublime powers of an uncontrollable wild nature, discuss the ecological underpinnings of Nazi ideology, analyze the effects of the nuclear disaster in

Chernobyl on German society, and read about the role recycling currently plays as a practice of integration for refugees. Including texts and films by Alina Bronsky, Ilija Trojanow, Ludwig Tieck, Christa Wolf, Rainer Maria Rilke, Baran bo Odar and Jantje Friese, and Doris Dörrie. *Taught in German.*

**Requirements/Evaluation:** oral presentation, bi-weekly 1-page response papers, final project

**Prerequisites:** GERM 201 or equivalent

**Enrollment Limit:** none

**Enrollment Preferences:** German majors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **GERM 251 (F) Dolls, Puppets and Automats (WS)**

**Cross-listings:** GERM 251 COMP 251

Secondary Cross-listing

Since their origin, humans have always made anthropomorphic representations, first in the form of idols, fetishes, or statues for religious worship, later in the shape of puppets, dolls, or automats for their entertainment qualities. And yet, these objects have always played multiple roles in human society; modernity in particular shows a great interest paired with great ambivalence towards dolls, puppets, and automats, regarded both as uncanny Doppelgänger or threatening machines. In order to comprehend the scope of our modern fascination with these figures, we will explore their haunting presence in literary texts by ETA Hoffmann, Achim von Arnim, Theodor Storm, Felisberto Hernandez, discuss theoretical texts by Sigmund Freud and Heinrich von Kleist, look at paintings by Oskar Kokoschka and at photographs by Hans Bellmer & Cindy Sherman, watch a ballet by Andreas Heise and films by Fritz Lang and Alex Garland, and watch fashion shows by Alexander McQueen and Jean-Paul Gaultier. *Conducted in English.*

**Class Format:** This seminar will be taught online.

**Requirements/Evaluation:** active class participation, oral presentations on the reading materials, three 5- to 8-page papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors, or those considering a major in Comparative Literature

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 251 (D1) COMP 251 (D1)

**Writing Skills Notes:** Each student will write three 5- to 8-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write two 3-4 page papers on which I will provide written feedback regarding grammar, style, and textual analysis.

**Attributes:** FMST Related Courses

Not offered current academic year

### **GERM 276 (S) Black Europeans**

**Cross-listings:** COMP 276 AFR 276 GERM 276

Secondary Cross-listing

This course explores the in/visibility of Black Europeans from the Enlightenment to the present with a particular focus on French, German, Austrian, Dutch, British, and Russian history. With the European Enlightenment as point of departure, the tutorial investigates the large presence of Blacks as objectified subjects in paintings and decorative artifacts of the 18th and 19th centuries while interrogating their century-long absence from European historiography until fairly recently. In this tutorial, we will start discussing the significance of the Code Noir (1685) as well as the major economic impact of the Atlantic Slave Trade on European countries such as Great Britain, France, and the Netherlands. We will read historical biographies about a handful of outstanding Black Europeans in France (composer Monsieur de Saint George), Germany (Prussian officer Gustav Sabac el Cher, philosopher Wilhelm Anton Amo), Austria (royal tutor Angelo Soliman), Holland (Prince Kwasi Boachi), and Russia (military leader Abram Petrovitch

Gannibal) during the 18th and 19th centuries, study paintings and decorative artifacts of the 18th and 19th centuries depicting black servants--such as Hyacinthe Rigaud's Portrait of Marquise de Louville (1708), Nicolas Lancret's The Escaped Bird (1730), and Manet's Olympia (1863) to name a few--and watch the biopic Belle by Amma Asante (2013), narrating the life of black heiress Dido Elizabeth Belle in 18th-century England. We will also do a quick survey of 20th-century European cinema, that has until now cast very few black actors in supporting and leading roles, and we will ponder the representation of black people in recent films that were commercially successful at the box office (such as Les Intouchables by Nakache/Toledano, France 2011). Finally, we will reflect on the deep roots of European colonialism that takes the form of national debates surrounding the naming of chocolate-coated treats and licorice sweets (Têtes de nègre, Mohrenkopf, and Negerkuss) or of a controversy around cultural identity resulting from the grotesque depiction of black men in folkloric tradition (like Zwarte Piet in the Netherlands).

**Requirements/Evaluation:** six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, sophomores, and juniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 276 (D1) AFR 276 (D1) GERM 276 (D1)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

**GERM 280 (F) Art at its Limits: Representing the Holocaust** (DPE) (WS)

**Cross-listings:** COMP 280 JWST 280 GERM 280

Primary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

**Requirements/Evaluation:** three 2-page critical responses, oral presentation, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** German and Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

**Writing Skills Notes:** Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich.

While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

### **GERM 301 (F) From Red Riding Hood to Autobahn: German Forests in Literature, Culture, and Economy**

Over the centuries, German and other Western literary traditions projected widely diverse notions onto the forest. It served as a placeholder for romantic concepts of origination as well as threatening notions of wilderness. It is "the shadow of civilization" (R.P. Harrison), a liminal space, an imagined refuge for the marginalized -- and home to countless fairy-tale characters. Consistently, both positive and negative idealizations stand in stark contrast to the woods' predominantly economic and embattled role in German society: Wood fueled the early industrial revolution and today environmentalists occupy trees to protect them from lignite mining and highway construction. In this course, we will trace these histories and notions as well as their tensions and contradictions in German literary texts from the 19th to the 21st century. We will pay special attention to the central symbolic role the forest has played in German culture and nation-building, and reflect on its multiple poetic, political, and economic functions. The earliest texts we will read include Grimms' fairy tales and Droste-Hülshoff's *Judenbuche*. We will read well-known authors of the 20th century, such as Brecht and Grass, and discuss more recent poetry and novels, such as excerpts from Strubel's *In den Wäldern des menschlichen Herzens*. The literary texts will be complemented by a limited number of key essays in Ecocriticism and the Environmental Humanities. We will also take advantage of our location in the Berkshires to explore de- and reforestation in the region during a field trip. *Discussion and primary readings in German.*

**Class Format:** One field trip planned to learn about the history of de- and reforestation in the region from an ecologist based in the area

**Requirements/Evaluation:** Careful reading and preparation of texts, written assignments, short oral presentations

**Prerequisites:** GERM 202 or equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** If course over-enrolls (beyond the cap), preference will be given to students in GERM

**Expected Class Size:** 10 - 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Susanne Fuchs

### **GERM 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall**

**Cross-listings:** WGSS 304 GERM 304

**Primary Cross-listing**

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

**Requirements/Evaluation:** alternating 4-page tutorial papers in German, and 2-page critiques

**Prerequisites:** GERM 202 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** German majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$80 books

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 304 (D1) GERM 304 (D1)

Not offered current academic year

**GERM 314 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)**

**Cross-listings:** GERM 314 WGSS 344 ARTH 315

**Secondary Cross-listing**

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one research paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, German majors, then any interested student

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

**Difference, Power, and Equity Notes:** Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Not offered current academic year

**GERM 315 (F) Kafka and His/Our World (WS)**

**Cross-listings:** COMP 316 GERM 315

**Primary Cross-listing**

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of the Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Students may take the tutorial in either German or English; groups will be formed accordingly.

**Class Format:** The class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues. Students can take the course in German or English (or a combination of the two), and groups will be formed accordingly

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** For German speakers: GERM 202 or the equivalent preferred, though students with less experience should contact the instructor. For students taking the course in English: one college literature course.

**Enrollment Limit:** 15

**Enrollment Preferences:** German students, majors or potential majors in Comp Lit or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 316 (D1) GERM 315 (D1)

**Writing Skills Notes:** The course has a modified tutorial format, with groups of three meeting weekly instead of pairs. Each student will write three 5-page papers plus three 1-2-page responses during the semester, and will prepare a final project. Each paper will receive extensive feedback from the instructor.

Not offered current academic year

**GERM 317 (F) The New Woman in Weimar Culture (WS)**

**Cross-listings:** GERM 317 WGSS 317

Primary Cross-listing

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

**Class Format:** taught seminar style in German for the German students and as a tutorial in English for non German speaking students

**Requirements/Evaluation:** papers and oral presentations

**Prerequisites:** for students taking the course in German: GERM 202 or the equivalent; for students taking the course in English: one college-level literature course

**Enrollment Limit:** 19

**Enrollment Preferences:** juniors and seniors, students with strong analytical skills and a vivid interest in literature, art, music, and films

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 317 (D1) WGSS 317 (D2)

**Writing Skills Notes:** Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

### **GERM 320 (S) German Romanticism (WS)**

German Romanticism is a multifaceted, even contradictory phenomenon. Its earliest practitioners Novalis (Friedrich von Hardenberg) and Friedrich Schlegel could be seen as enacting a culmination of Enlightenment optimism about the emancipatory potential of the human mind, with their advocacy of an "aesthetic revolution," equality for women and Jews, and a holistic relationship to nature. Later, some of the first feminists (Caroline Schlegel-Schelling, Bettina Brentano von Arnim) worked side-by-side with authors who essentialized women into primal lures and primal threats (Ludwig Tieck, Joseph von Eichendorff). One of the most famous Romantics of all, E. T. A. Hoffmann, combined high irony and a penchant for the irrational in his fascinating works. This course will explore the paradoxes of German Romanticism through close readings of aphorisms, stories, fairy tales, poetry, essays, and music.

**Requirements/Evaluation:** intensive participation, frequent written responses, two shorter papers to be written in stages, and a longer final project

**Prerequisites:** GERM 202 or the equivalent

**Enrollment Limit:** none

**Enrollment Preferences:** German students

**Expected Class Size:** 8

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course will involve intensive work with writing analytical papers, including short responses to most texts, two papers that will be written in stages, and a longer final project that will include work shopping drafts in tutorial format

Not offered current academic year

### **GERM 321 (S) Lust, Liebe und Gewalt (WS)**

In this course, we will reflect on the intimate relationship between love, lust, and violence, examining how love and lust do not exclude violence, but rather include---if not provoke---it. In order to gain a better understanding of the dynamics formed by this fascinating triangle, we will read novels by Goethe and Schnitzler, short stories by Kleist, Hoffmann, Mann, plays by Büchner, Hauptmann and Wedekind, and watch films by Faßbinder, Haneke and Muskala. *Conducted in German.*

**Requirements/Evaluation:** papers and oral presentations

**Prerequisites:** GERM 202 or the equivalent

**Enrollment Limit:** 10

**Enrollment Preferences:** German majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

### **GERM 335 (S) Afro-Germans: History, Culture, and Literature**

Even though Afro-Germans have been a part of Germany for centuries and have undergone efforts at establishing themselves as an organized cultural group, their culture and literature have been often dismissed, relegated at the margins of dominant white German culture. In the aftermath of the Black Lives Matter movement in Germany, the country's belated debate about German colonialism, and its recent reckoning with race and racism, Afro-Germans have lately gained an unprecedented visibility in the German public sphere. Through their work, Afro-German journalists, writers, activists, and artists are all contributing to questioning and redefining German identity, culture, and history. Focusing primarily on Afro-German history, culture, and literature of the twentieth and twenty-first centuries, this upper-level seminar starts by examining acts of racist violence in German history (the Herero and Namaqua genocide in Namibia in 1904, the "schwarze Schmach" campaign in 1920's, the killing of Black French soldiers by the Wehrmacht in 1940). We will address issues of race, bi-racialism, and racism in a post-war context in West as well as East Germany through the

poems by May Ayim, the essays by Aibre Lorde and Alice Hasters, the memoirs by Hans-Jürgen Massaquoi, Theodor Michael, Lucia Engombe, Stefanie Lahya-Aukongo, and Ika-Hügel Marshall, the novels by Harald Gerunde, Noah Sow, Sharon Dodua, Olivia Wenzel, Ijoma Mangold, the documentary films by Nadja Ofuatey-Alazard, and the artworks by Marc Brandenburg.

**Requirements/Evaluation:** Short oral presentations, active participation in the discussion, two 2-3-page papers and three 3-5-page papers

**Prerequisites:** GERM 202 and GERM 300

**Enrollment Limit:** 12

**Enrollment Preferences:** German Majors and German Certificate

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Christophe A. Koné

**GERM 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)**

**Cross-listings:** WGSS 401 COMP 401 GERM 401

**Secondary Cross-listing**

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

**Class Format:** three hours per week

**Requirements/Evaluation:** three 3-page papers, a short oral presentation, a 15-page final paper

**Prerequisites:** 300-level course

**Enrollment Limit:** 25

**Enrollment Preferences:** Comparative Literature majors and advanced students in other fields with permission of instructor

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** course books and reader packet

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 401 (D2) COMP 401 (D1) GERM 401 (D1)

**Difference, Power, and Equity Notes:** This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

**Not offered current academic year**

**GERM 493 (F) Senior Thesis: German**

German senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Janneke van de Stadt

**GERM 494 (S) Senior Thesis: German**

German senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Janneke van de Stadt

**GERM 497 (F) Independent Study: German**

German independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Janneke van de Stadt

**GERM 498 (S) Independent Study: German**

German independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Janneke van de Stadt

**GERM 515 (F) Reading German for Beginners**

German 515 is a beginning course for students whose principal reason for acquiring German is to work with written materials. It is particularly appropriate for students for whom the ability to read primary and secondary texts in German can be crucial. The focus of the course is on German for art history and criticism. Students will learn the key elements of grammar and acquire a core vocabulary. They will also practice reading and translating a variety of short texts.

**Requirements/Evaluation:** regular participation, homework

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

**Expected Class Size:** 12

**Grading:** pass/fail option only

**Distributions:** (D1)

Not offered current academic year

**GERM 516 (S) Readings in German Art History and Criticism**

In this continuation of German 515 students develop the skills and vocabulary necessary for reading German accurately. The course introduces advanced grammatical topics and students practice reading in a variety of textual genres. Texts are selected from classical works of art history and criticism as well as from contemporary publications. By the end of the course the students will have a solid foundation for building proficiency in German, whether through self-study or further course work.

**Requirements/Evaluation:** regular participation, homework

**Prerequisites:** GERM 515 or equivalent preparation (placement test)

**Enrollment Limit:** 20

**Enrollment Preferences:** although this course is designed to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll with permission of the instructor

**Expected Class Size:** 9

**Grading:** pass/fail option only

**Distributions:** (D1)

Not offered current academic year

## Winter Study -----

### **GERM 30 (W) Honors Project: German**

To be taken by honors candidates following other than the normal thesis route.

**Class Format:** honors

**Grading:** pass/fail only

**Distributions:** (D1)

Winter 2023

HON Section: 01 TBA Janneke van de Stadt

### **GERM 31 (W) Senior Thesis: German**

To be taken by students registered for German 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

**Distributions:** (D1)

Winter 2023

HON Section: 01 TBA Janneke van de Stadt

### **GERM 88 (W) German Sustaining Program**

Students registered for GERM 101-102 are required to attend and pass the German Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Requirements/Evaluation:** requirements active participation, regular attendance, and earn a "Pass" grade

**Grading:** pass/fail option only

**Materials/Lab Fee:** cost to student approximately \$5 for photocopied materials

Winter 2023

LAB Section: 01 MWR 9:00 am - 9:50 am Hadia Nadjafi, Ana Andricic, Janneke van de Stadt

**GERM 99 (W) Independent Study: German**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

**Distributions:** (D1)

Winter 2023

IND Section: 01 TBA Janneke van de Stadt

## GLOBAL STUDIES (Div II)

Chair: Professor Ngonidzashe Munemo

### Advisory Committee

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Farid Hafez, Class of 1955 Visiting Professor of International Studies

An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

### Requirements

To complete the concentration, students must: take one introduction course from the Global Studies 101-110 series; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in their track.

### Global Studies 101-110 Series

All students wishing to pursue the concentration should take one introduction course from the Global Studies 101-110 series early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

### TRACKS

After taking an introductory course from the Global Studies 101-110 series, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

#### Area Tracks

African Studies

East Asian Studies

Latin American Studies

Middle Eastern Studies

Russian and Eurasian Studies

South and Southeast Asian Studies

#### Thematic Tracks

Borders, Exile and Diaspora Studies

Economic Development Studies

Urbanizing World

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

### Senior Exercise

All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators' disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program. Concentrators present their final senior exercise in class

or in a Global Studies colloquium, or in both.

Concentrators must also take a comparative course—that is, a course that might not cover material directly dealing with the track, but would enrich a student's engagement through comparative inquiry.

## Honors

A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

## Study Away, Research, and Internships

Although not a requirement, study away, research, and/or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

## FAQ

Students MUST contact department/program BEFORE assuming study away credit will be granted toward the major or concentration.

### Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

### What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

### Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, but students should not expect to get more than 3 study abroad courses counted towards the concentration.

### Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

### Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Typically the Introduction to Global Studies and the senior exercise cannot be fulfilled abroad.

### Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

### Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

**Note:** as course offerings change every year, students should feel free to check with the Program Chair to see if courses not listed below might count as electives.

## AREA TRACKS

### African Studies

#### [AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Keston Perry](#), [Allison Guess](#)  
[Catalog details](#)

#### [AFR 395 / ENVI 395 / GBST 395 / WGSS 395\(F\) SEM Black Reparations Within/Beyond Borders](#)

Taught by: [Keston Perry](#)  
[Catalog details](#)

#### [ARTH 104 / AFR 105 LEC Materials, Meanings, and Messages in the Arts of Africa](#)

Taught by: [Michelle Apotsos](#)  
[Catalog details](#)

#### [ARTH 207 / AFR 207 TUT "Out of Africa": Cinematic Por\(Be\)travals of a Continent](#)

Taught by: [Michelle Apotsos](#)  
[Catalog details](#)

[ARTH 259 / AFR 259 / ARAB 259 LEC Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World](#)

Taught by: TBA

[Catalog details](#)

[BIOL 134 / ENVI 134\(F\) LEC The Tropics: Biology and Social Issues](#)

Taught by: TBA

[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)

[Catalog details](#)

[ECON 204 / ENVI 234 / ECON 507\(S\) LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231\(S\) SEM Africa and the Anthropocene](#)

Taught by: [Brittany Meché](#)

[Catalog details](#)

[HIST 104 / AFR 104 / GBST 104\(S\) SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 205 / AFR 203 LEC The Making of Modern Africa](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 305 / AFR 304 / GBST 305 SEM A History of Health and Healing in Africa](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History](#)

Taught by: TBA

[Catalog details](#)

[MUS 222 / AFR 223 SEM Politics of Performance/Performing Politics in Contemporary Africa](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 245 SEM South African Politics](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

[PSCI 281 / GBST 281 LEC Contemporary African Politics](#)

Taught by: [Elizabeth Iams Wellman](#)

[Catalog details](#)

## **East Asian Studies**

[ARTH 103 / ASIA 103 LEC East Asian Art](#)

Taught by: [Carolyn Wargula](#)

[Catalog details](#)

[CHIN 223 / ANTH 223 SEM Ethnic Minorities in China: Past and Present](#)

Taught by: [Li Yu](#)

[Catalog details](#)

[COMP 255 / ASIA 253\(S\) SEM Love and Death in Modern Japanese Literature and Visual Culture](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[COMP 266 / ASIA 266 SEM Confession and Deception in Japanese Literature](#)

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[HIST 115 / ASIA 115 SEM The World of the Mongol Empire](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 213 / ASIA 213\(S\) LEC Modern China, 1600-Present](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 217 / ASIA 217 LEC Early Modern Japan](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 218 / ASIA 218 LEC From Crises to Cool: Modern Japan, 1850s-Present](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 313 / ASIA 313\(F\) SEM The People's Republic: China since 1949](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 319 / ASIA 319 / WGSS 319 SEM Gender and the Family in Chinese History](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 321 / ASIA 321 / LEAD 321 SEM History of U.S.-Japan Relations, 1853-Present](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 416 / ASIA 416 SEM The Many Lives of Tokyo](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[JAPN 220 / ASIA 220 LEC Being Korean in Japan](#)

Taught by: [Eun Young Seong](#)

[Catalog details](#)

[PSCI 247 / ASIA 249\(S\) LEC Political Power in Contemporary China](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 265 LEC The International Politics of East Asia](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 345 / ASIA 345 SEM The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)

[Catalog details](#)

[PSCI 354 / HIST 318 / ASIA 354\(F\) LEC Nationalism in East Asia](#)

Taught by: [George Crane](#)

[Catalog details](#)

[REL 250 / ASIA 250 LEC Scholars, Saints and Immortals: Virtue Ethics in East Asia](#)

Taught by: [Jason Josephson Storm](#)

[Catalog details](#)

## **Latin American Studies**

[ENGL 340 / AMST 340 / WGSS 340 / COMP 342 SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[HIST 242 LEC Latin America From Conquest to Independence](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 346 / AFR 346 LEC Modern Brazil](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[HIST 347\(S\) SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[LATS 327 / REL 314 / AMST 327 / AFR 357 SEM Racial and Religious Mixture](#)

Taught by: [Jacqueline Hidalgo](#)

[Catalog details](#)

[MUS 125 / DANC 125\(S\) SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 253\(S\) LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 266 LEC The United States and Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 330 / GBST 330 SEM American Political Thought in Hemispheric Context](#)

Taught by: [Arturo Chang](#)

[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 351 / GBST 351 LEC The New Left and Neoliberalism in Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 352 / GBST 352 LEC Politics in Mexico](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[RLSP 203\(F\) LEC From Modernismo to El Boom de la Novela](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 206 SEM Latin-American Civilizations](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 230 SEM Mexican Literature and Cultural Production](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 231\(F\) SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America](#)

Taught by: TBA

[Catalog details](#)

[RLSP 280 LEC From Roma to Yalhalhji: Race and Identity Politics Through Contemporary Mexican Cultural Production](#)

Taught by: Roxana Blancas Curriel

[Catalog details](#)

[RLSP 308 SEM Survey of Colonial Latin American Literature from 1492 to the Early 19th Century](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 319 SEM Dictatorship and the Latin-American Novel](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 342\(S\) SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[WGSS 337 / ANTH 337 SEM Race, Sex & Gender in Brazil](#)

Taught by: [Gregory Mitchell](#)

[Catalog details](#)

## **Middle Eastern Studies**

[ARAB 249 / COMP 249 SEM Trauma and Memory in Maghrebi and Middle Eastern Literatures](#)

Taught by: [Brahim El Guabli](#)

[Catalog details](#)

[ARAB 331 / COMP 332\(F\) SEM Popular Culture in the Arab World: Youth, Populism, and Politics](#)

Taught by: TBA

[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[HIST 409 / ARAB 409 / GBST 409 SEM Crescent, Cross, and Star. Religion and Politics in the Middle East](#)

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[PSCI 227 / LEAD 227 LEC International Relations of the Middle East](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 268\(S\) SEM Israeli Politics](#)

Taught by: [Michael MacDonald](#)

[Catalog details](#)

## **Russian and Eurasian Studies**

[RUSS 203 / COMP 203 SEM Nineteenth-Century Russian Literature](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 204 / COMP 204 / GBST 204\(S\) SEM To See the Past: Russian and Soviet Cinema on History](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 213 / GBST 213 / WGSS 214 / COMP 257 SEM Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia](#)

Taught by: [Julie Cassidy](#)  
[Catalog details](#)  
[RUSS 306 / COMP 306 SEM Rise and Shine with Tolstoy](#)

Taught by: [Janneke van de Stadt](#)  
[Catalog details](#)  
[SOC 348 / GBST 348 / RUSS 348\(F\) TUT Altering States: Post-Soviet Paradoxes of Identity and Difference](#)

Taught by: [Olga Shevchenko](#)  
[Catalog details](#)

## **South and Southeast Asia Studies**

[ANTH 249 / REL 149 / ASIA 242\(S\) LEC The Sacred in South Asia](#)

Taught by: [Joel Lee](#)  
[Catalog details](#)

[ARTH 105 / ASIA 105\(F\) LEC Arts of South Asia](#)

Taught by: [Murad Mumtaz](#)  
[Catalog details](#)

[COMP 243 Performance Practices of India](#)

Taught by: TBA  
[Catalog details](#)

[ECON 240 / ASIA 241\(S\) TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)  
[Catalog details](#)

[ECON 470 SEM The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)  
[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117\(F\) SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)  
[Catalog details](#)

[HIST 221 / ASIA 221 / GBST 221\(S\) LEC South Asia: Colonialism to Independence, 1750-1947 CE](#)

Taught by: [Aparna Kapadia](#)  
[Catalog details](#)

[HIST 388 SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)  
[Catalog details](#)

[HIST 391 / ASIA 391 / GBST 391 SEM When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)  
[Catalog details](#)

[REL 244 / ASIA 244 / PHIL 245\(S\) LEC Mind and Persons in Indian Thought](#)

Taught by: [Georges Dreyfus](#)  
[Catalog details](#)

[REL 246 / ANTH 246 / ASIA 246 / WGSS 246 TUT India's Identities: Nation, Community, & Individual](#)

Taught by: [Kim Gutschow](#)  
[Catalog details](#)

[REL 255 / ANTH 255 / ASIA 255\(F\) LEC Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)  
[Catalog details](#)

[REL 269 / ANTH 269 / ASIA 269 / STS 269\(F\) TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)  
[Catalog details](#)

## **THEMATIC TRACKS**

### **Borders, Exile and Diaspora Studies**

[AFR 132 / AMST 132 / PSCI 132 SEM Contemporary African Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)  
[Catalog details](#)

[AFR 251 SEM Afro-Diasporic Crossroads: Translating and \(Re\)Imagining Black Experiences](#)

Taught by: TBA  
[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)  
[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox](#)  
[Catalog details](#)

[COMP 273 / ENGL 273 / GBST 273 SEM Detectives Without Borders](#)

Taught by: [Michele Monserrati](#)

[Catalog details](#)

[COMP 276 / AFR 276 / GERM 276 TUT Black Europeans](#)

Taught by: [Christophe Koné](#)

[Catalog details](#)

[COMP 369 / HIST 306 / ARAB 369 / GBST 369\(S\) SEM Indigenous Narratives: From the Fourth World to the Global South](#)

Taught by: [Amal Egeiq](#)

[Catalog details](#)

[ENGL 340 / AMST 340 / WGSS 340 / COMP 342 SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[GBST 243 / PSCI 244 / REL 247\(S\) SEM Anti-Muslim Racism: A Global Perspective](#)

Taught by: [Farid Hafez](#)

[Catalog details](#)

[GERM 201\(F\) SEM "Oida!" Living Language in Vienna](#)

Taught by: [Gail Newman](#)

[Catalog details](#)

[HIST 361 / AMST 360 LEC The Atlantic World: Connections, Crossings, and Confluences](#)

Taught by: [Christine DeLucia](#)

[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM The Meaning of Diaspora and the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[JAPN 220 / ASIA 220 LEC Being Korean in Japan](#)

Taught by: [Eun Young Seong](#)

[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205\(F\) LEC Chicana/o/x Film and Video](#)

Taught by: [C. Ondine Chavoya](#)

[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411 SEM Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[PSCI 225 / LEAD 225\(S\) LEC International Security](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 334 SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSCI 382 SEM The Politics of Migration: Citizen, Immigrant, Alien, Refugee](#)

Taught by: [Elizabeth Iams Wellman](#)

[Catalog details](#)

[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA

[Catalog details](#)

[THEA 284 SEM Global Digital Performance](#)

Taught by: [Shanti Pillai](#)

[Catalog details](#)

## **Economic Development Studies**

[AMST 202 / AFR 209 SEM Introduction to Racial Capitalism](#)

Taught by: TBA

[Catalog details](#)

[ECON 204 / ENVI 234 / ECON 507\(S\) LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ECON 215 / GBST 315\(S\) LEC Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 348 / ECON 548\(S\) LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)

[Catalog details](#)

[ECON 360 LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 362 LEC Global Competitive Strategies](#)

Taught by: Michael Fortunato

[Catalog details](#)

[ECON 376 LEC The Economics of Global Inequality](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 378\(F\) LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 470 SEM The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 501\(F\) SEM Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 505\(F\) LEC Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)

[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Gerard Caprio](#)

[Catalog details](#)

[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 516 / ECON 366\(S\) SEM International Trade and Development](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ENVI 206 SEM Global Environmental Politics](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 231 / AFR 231 / STS 231\(S\) SEM Africa and the Anthropocene](#)

Taught by: [Brittany Meché](#)

[Catalog details](#)

[ENVI 249 SEM Food, Agriculture, and Globalization](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 250 / STS 250 SEM Environmental Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[POEC 401\(F\) SEM Contemporary Problems in Political Economy](#)

Taught by: [Sidney Rothstein](#), [David Zimmerman](#)

[Catalog details](#)

[PSCI 229\(S\) LEC Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[WGSS 211 / ECON 105\(F\) SEM Gender in the Global Economy](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

## Urbanizing World

[CLAS 242 / ANTH 242 / ENVI 242 SEM The Country and the City in the Classical World](#)

Taught by: [Nicole Brown](#)

[Catalog details](#)

[ECON 383 LEC Cities, Regions and the Economy](#)

Taught by: [Stephen Sheppard](#)

[Catalog details](#)

[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Laura Martin](#), [Brittany Meché](#)

[Catalog details](#)

[GERM 205 SEM Berlin--Multicultural Metropolis Between East and West](#)

Taught by: Helga Druxes

[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117\(F\) SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)  
[Catalog details](#)

[HIST 416 / ASIA 416 SEM The Many Lives of Tokyo](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)

[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[SOC 216\(F\) SEM The City](#)

Taught by: [Marketa Rulikova](#)  
[Catalog details](#)

### **GBST 101 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

#### **Primary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

### **GBST 102 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207 GBST 102

#### **Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be

evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **GBST 103 (S) America and the World**

**Cross-listings:** LEAD 120 GBST 101 PSCI 120 GBST 103

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

**Class Format:** discussion

**Requirements/Evaluation:** short papers, class participation, and final exercise

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2) GBST 103 (D2)

**Attributes:** PSCI International Relations Courses

Not offered current academic year

### **GBST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

Secondary Cross-listing

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

### **GBST 116 (F) The Art of Playing: An Introduction to Theatre and Performance**

**Cross-listings:** THEA 101 COMP 151 GBST 116

#### **Secondary Cross-listing**

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

**Requirements/Evaluation:** two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** prospective Theatre majors or Theatre majors or Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 101 (D1) COMP 151 (D1) GBST 116 (D2)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Shanti Pillai

SEM Section: 02 TR 11:20 am - 12:35 pm Shanti Pillai

**GBST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASIA 117

**Secondary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

**GBST 133 (S) Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle**

**Cross-listings:** ECON 133 GBST 133 COMP 133 AFR 133

**Secondary Cross-listing**

This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to contemporary challenges of Caribbean Economic Development. Using the 'plantation' and the 'plot' as sites of continuing exploitation and struggle, this course delves into Caribbean postcolonial development thinking. We will explore the present-day relevance of these

sites to racial justice and environmental crises and their historical roots in colonial surplus extraction. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy, its seascape and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and extractive geographies today. Unorthodox perspectives on economic and social thought that emerged to explain the region's integral role in merchant and industrial capitalism, New World social formations and contemporary globalization will also be discussed. We will closely analyze critical texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, labor regimes, agrarian change, structural adjustment, economic and ecological crises, postcolonial debt, technology, current fragmentation of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena starting from the plantation to the plot within cultural and literary works in pluralistic, productive, and powerful ways.

**Requirements/Evaluation:** Oral or poster presentation analyzing a literary and Caribbean economist's work side-by-side (15 minutes or full-length/multi-page poster); critical analysis of a Caribbean economic sector or major regional report--choice made after discussion with instructor (10 pages); final project: review of a specific Caribbean community defined by group, geography or economic status drawing upon class, race, gendered axes of analysis (15 pages); participation (creative presentation of a reading drawing upon Caribbean cultural traditions that raise questions for class discussion)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 133 (D2) GBST 133 (D2) COMP 133 (D2) AFR 133 (D2)

**Attributes:** AFR Core Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Keston K. Perry

### **GBST 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

#### **Secondary Cross-listing**

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

**GBST 203 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

**Secondary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**GBST 204 (S) To See the Past: Russian and Soviet Cinema on History**

**Cross-listings:** RUSS 204 GBST 204 COMP 204

**Secondary Cross-listing**

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a

medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

**Requirements/Evaluation:** For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 204 (D1) GBST 204 (D1) COMP 204 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Olga Kim

**GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

**GBST 212 (F) Foundations of China**

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

**Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

**GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** COMP 257 GBST 213 WGSS 214 RUSS 213

**Secondary Cross-listing**

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in

post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

Not offered current academic year

**GBST 214 (S) Asian/American Identities in Motion (DPE)**

**Cross-listings:** ASIA 216 GBST 214 ASST 214 THEA 216 AMST 213 ASIA 214 DANC 216

**Secondary Cross-listing**

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 216 (D1) GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D1) ASIA 214 (D1) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Not offered current academic year

**GBST 215 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

**Secondary Cross-listing**

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

**Class Format:** community-based field work

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

**GBST 217 (F) Viral Inequality: Power and Difference in Pandemics (DPE)**

**Cross-listings:** GBST 217 STS 215

Secondary Cross-listing

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Whose lives* are prioritized and protected? *Whose expertise* is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

**Requirements/Evaluation:** Several short essays and reflection papers

**Prerequisites:** None, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 217 (D2) STS 215 (D2)

**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Attributes:** PHLH Social Determinants of Health

Not offered current academic year

**GBST 218 (S) Capital and Coercion (DPE) (WS)**

**Cross-listings:** GBST 218 ECON 218

Secondary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

**Enrollment Limit:** 19

**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

**GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category,

along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**GBST 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE**

**Cross-listings:** HIST 221 ASIA 221 GBST 221

**Secondary Cross-listing**

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** This class will also have a small discussion component.

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** history majors if the the class is overenrolled.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 221 (D2) ASIA 221 (D2) GBST 221 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia

**GBST 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

### **GBST 228 (S) Performance Practices of Global Youth Cultures**

**Cross-listings:** GBST 228 THEA 228

#### **Secondary Cross-listing**

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined "youth" by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

**Class Format:** reading and discussion

**Requirements/Evaluation:** includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors and juniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 228 (D2) THEA 228 (D1)

**Not offered current academic year**

### **GBST 229 Performance Practices of India (DPE)**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Not offered current academic year

### **GBST 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

### **GBST 233 (F) Colonialism, Capitalism and Climate Crisis (DPE)**

**Cross-listings:** ENVI 204 GBST 233 AFR 233

Secondary Cross-listing

Evolutions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests

sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; Either a research report on an emerging 'green' technology (8-10 pages); Or a recorded video podcast / interview with an environmental justice movement/activist in the global South (20-30 minutes); Community case study on an environmental project tracing its colonial histories and axes of power - gender, race, class, species (6-8 pages); Participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 204 (D2) GBST 233 (D2) AFR 233 (D2)

**Difference, Power, and Equity Notes:** The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

**Attributes:** AFR Core Electives

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keston K. Perry

### **GBST 235 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

#### **Secondary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms,

including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Allison Guess

### **GBST 236 (S) Reading the Qur'an**

**Cross-listings:** ARAB 236 REL 236 COMP 213 GBST 236

#### **Secondary Cross-listing**

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

**Requirements/Evaluation:** class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Arabic Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

**Not offered current academic year**

### **GBST 241 (F) History of Sexuality**

**Cross-listings:** REL 241 HIST 292 GBST 241 WGSS 239

#### **Secondary Cross-listing**

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in

particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 241 (D2) HIST 292 (D2) GBST 241 (D2) WGSS 239 (D2)

**Attributes:** HIST Group G Electives - Global History

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**GBST 242 (S) Americans Abroad (DPE)**

**Cross-listings:** COMP 242 AMST 242 ENGL 250 GBST 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 242 (D1) AMST 242 (D1) ENGL 250 (D1) GBST 242 (D2)

**Difference, Power, and Equity Notes:** We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

**Attributes:** AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Soledad Fox

**GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Primary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Secondary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high

coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)**

**Cross-listings:** GBST 246 THEA 246 AMST 249

**Secondary Cross-listing**

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists *do* politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

**Requirements/Evaluation:** two 5-page critical essays, reading responses, class presentations, and active discussion participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, juniors, and seniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 246 (D1) THEA 246 (D1) AMST 249 (D2)

**Difference, Power, and Equity Notes:** Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

**Not offered current academic year**

**GBST 262 (S) Paper Trails (DPE)****Cross-listings:** GBST 262 SOC 262 STS 262**Secondary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**GBST 273 (S) Detectives Without Borders (DPE) (WS)****Cross-listings:** COMP 273 ENGL 273 GBST 273**Secondary Cross-listing**

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories worldwide. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. Simultaneously, the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox, and Edgar Allan Poe) and continue through Japan (Edogawa Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows, and film noirs will also be included in the course material. All readings will be in English.

**Requirements/Evaluation:** short papers, one research paper, oral presentations, midterm, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and English majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** COMP core course

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 273 (D1) ENGL 273 (D1) GBST 273 (D2)

**Writing Skills Notes:** This writing skills course requires weekly short papers, blog entries, and three 5- to 7-page papers, which will test students' ability in close-reading, comparative readings, and research analysis. I will provide written feedback regarding grammar, style, and argument.

**Difference, Power, and Equity Notes:** A significant part of the course addresses post-colonial critical theory issues by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **GBST 281 (S) Contemporary African Politics (DPE)**

**Cross-listings:** GBST 281 PSCI 281

Secondary Cross-listing

This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

**Class Format:** A typical class session will be about 60% lecture and 40% discussion

**Requirements/Evaluation:** Class Participation, Map Quiz, 3 short papers (5 pages)

**Prerequisites:** None.

**Enrollment Limit:** 25

**Enrollment Preferences:** all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 281 (D2) PSCI 281 (D2)

**Difference, Power, and Equity Notes:** This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

**Attributes:** GBST African Studies Electives PSCI Comparative Politics Courses

Not offered current academic year

### **GBST 282 (F) Africanist Project to Black Consciousness**

**Cross-listings:** PSCI 282 GBST 282

Secondary Cross-listing

In 1957, when it was clear the African Nation Congress was unwilling to change its multiracialist and nonracialist language in favor of Africanist pronouncements, Robert Mangaliso Sobukwe left the party and became the editor of *The Africanist* newspaper. Two years later he formed the Pan-Africanist Congress. Similarly frustrated that the National Union of South African Students was dominated by white liberals, in 1968 Bantu Steve Biko helped form the black-only South Africa Students' Organization and, four years later, was the key figure in founding of the Black People's Convention, created to promote black consciousness ideas within the broader South African population. This course focuses on Sobukwe's Africanist project and Biko's Black Consciousness Movement, the strategies against apartheid they promoted, and the visions of a free South Africa they imagined.

**Requirements/Evaluation:** class participation; 3 two-page response papers; and a 10-12 final paper.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science Majors, Global Studies Concentrators, Africana Studies Concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 282 (D2) GBST 282 (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

### **GBST 287 (F) Global Sustainable Development (DPE)**

**Cross-listings:** ENVI 297 GBST 287

Secondary Cross-listing

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297 (D2) GBST 287 (D2)

**Difference, Power, and Equity Notes:** This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Brittany Meché

**GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)****Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.**Prerequisites:** None**Enrollment Limit:** 25**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.**Expected Class Size:** 20**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**GBST 305 (S) A History of Health and Healing in Africa (DPE)****Cross-listings:** HIST 305 AFR 304 GBST 305**Secondary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).**Prerequisites:** none**Enrollment Limit:** 25**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and and inequalities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Not offered current academic year

### **GBST 312 (S) The Mughal Empire: Power, Art, and Religion in India**

**Cross-listings:** GBST 312 ASIA 312 REL 312 HIST 312

Secondary Cross-listing

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, several short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 20

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 312 (D2) ASIA 312 (D2) REL 312 (D2) HIST 312 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

### **GBST 315 (S) Globalization**

**Cross-listings:** GBST 315 ECON 215

Secondary Cross-listing

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout

we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, two midterms, and a final paper and presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 315 (D2) ECON 215 (D2)

**Attributes:** GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

### **GBST 321 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

#### **Secondary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

**GBST 322 (F) Waste and Value**

**Cross-listings:** ENVI 322 GBST 322 ANTH 322

**Secondary Cross-listing**

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

**Requirements/Evaluation:** regular posting of critical response papers, field notes on waste streams, research-based final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 322 (D2) GBST 322 (D2) ANTH 322 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

**GBST 330 (S) American Political Thought in Hemispheric Context**

**Cross-listings:** PSCI 330 GBST 330

**Secondary Cross-listing**

Actors living during the Age of Revolutions witnessed an astounding number of social, political, and cultural changes. In the short period between 1775 and 1830 more than thirty popular insurgency movements took control of the American hemisphere, most of them by organizing around the principles of republican politics. In this course, we study the peoples, demands, and visions that comprised the popular movements of the Age of Revolutions to reconstruct the canon *American Political Thought* in hemispheric context. This course emphasizes the comparative features of post-colonial movements in the Americas and centers the contributions of indigenous, raced, gendered, and ethnicized communities. The course schedule is divided into two sections. The first half of the class situates the political and theoretical problems of American Political Thought by engaging with scholarship on post-colonial movements, decolonial thought, democratic theory, and theories of popular rule. The second half of the course contextualizes these frameworks by putting them in conversation with studies of revolutionary change, popular imagination, and case studies on revolutionary movements throughout the Americas. Students are expected to engage in archival research, as well as work with both primary and secondary sources on the Age of Revolutions.

**Requirements/Evaluation:** Regular attendance, consistent class participation, three Glow posts, three two-page reflection papers, and a final research paper of 10-12 pages

**Prerequisites:** At least one prior course in political theory, social theory, history of the Americas (either the United States or Latin America), or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Concentrators in political theory in Political Science, then majors or concentrators in Political Science, American Studies, Global Studies, and Latino/a Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 330 (D2) GBST 330 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement GBST Latin American Studies Electives PSCI Political Theory Courses

Not offered current academic year

**GBST 335 (F) Nowheres** (DPE)

**Cross-listings:** GBST 335 SOC 335

Secondary Cross-listing

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**GBST 342 (F) Democratic Erosion**

**Cross-listings:** GBST 342 PSCI 343

Secondary Cross-listing

A central tenet of political science is that once a country reaches a certain level of political and economic development, democracy will endure indefinitely. The contemporary moment calls on us to revisit this assumption. This course explores the causes and consequences of democratic erosion through the lens of comparative politics. We ask three central questions to inform our investigation: 1) What is democracy and its alternatives? 2) How do we identify democratic breakdown? and 3) What are strategies to counteract backsliding when it occurs? Importantly, this course is *not*

intended as a partisan critique of any particular American politician or political party. Rather, it is designed to provide an opportunity to engage, critically and carefully, with claims about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings draw from academic scholarship, media commentary, and current events as they unfold. We will address both empirical and normative dimensions of the issues, as well as learn about examples of democratic erosion around the world from early 20th century until today. As a collaborative class taught at dozens of other colleges, the course enables you to engage in debates about democratic erosion with students throughout the US and around the world.

**Requirements/Evaluation:** Active Class Participation, 3 Short Response Papers, Country Case Study (15-20 pages, written incrementally throughout semester) and Presentation.

**Prerequisites:** Prior coursework in political science or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science Majors, Global Studies Concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 342 (D2) PSCI 343 (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

### **GBST 344 (F)(S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344 AFR 353

#### **Secondary Cross-listing**

American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

**Requirements/Evaluation:** Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 345 (D2) GBST 344 (D2) AFR 353 (D2)

**Difference, Power, and Equity Notes:** This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

### **GBST 345 (F) Wonderland(s): *Alice* in Translation**

**Cross-listings:** ENGL 365 COMP 345 GBST 345

#### **Secondary Cross-listing**

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond living through the developmental and socio-cultural transitions of a child, what happens to *Alice*, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamentu, Braille, and Emoji, *Alice* continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's *Alice* as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

**Requirements/Evaluation:** active and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

**Prerequisites:** students must have at least three years of college-level second-language instruction or the equivalent (advanced proficiency), or permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** COMP majors; language majors; language students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 365 (D1) COMP 345 (D1) GBST 345 (D1)

**Not offered current academic year**

### **GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

#### **Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in

rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

### **GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE)**

**Cross-listings:** PSCI 351 GBST 351

#### **Secondary Cross-listing**

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Mexico, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

**Class Format:** discussion then seminar

**Requirements/Evaluation:** three 3-page essays, a 1-page reflection paper, and a 12-page research proposal

**Prerequisites:** a course on Latin America and a course in Economics or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 351 (D2) GBST 351 (D2)

**Difference, Power, and Equity Notes:** The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the

proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

**Attributes:** GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

### **GBST 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

#### **Secondary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

**Class Format:** lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

**Requirements/Evaluation:** map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 352 (D2) PSCI 352 (D2)

**Difference, Power, and Equity Notes:** One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

### **GBST 358 (F) Religion and Law (DPE)**

**Cross-listings:** GBST 358 REL 358

#### **Secondary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

**GBST 365 (F) Race and Psychoanalysis: Slavery and the Psyche (DPE)**

**Cross-listings:** ENGL 320 AFR 365 GBST 365 AMST 365

**Secondary Cross-listing**

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

**Requirements/Evaluation:** Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

**Prerequisites:** One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 320 (D2) AFR 365 (D2) GBST 365 (D2) AMST 365 (D2)

**Difference, Power, and Equity Notes:** This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Selamawit D. Terrefe

**GBST 366 (S) #OutofHaiti: Haiti, Black Sovereignty and the Global Political Economy**

**Cross-listings:** GBST 366 AFR 366

### Secondary Cross-listing

In the Western hemisphere, Haiti (Ayiti kreyòl) is a symbol of many extremes related to revolution, impoverishment, governance and institutional sabotage, Black liberation, artistic and cultural achievement, and underdevelopment. This course places Haiti at the center of broad global political economic transformations. Starting from the Haitian Revolution and its reverberations throughout colonial empires to the present, this course will critically interrogate these superlatives and depictions of Haiti. Recent media portrayals of a 'Haitian migrant crisis' at the United States border defy empirical facts, and whitewash imperial misadventures and harm, further exposing a narrative of Haitian anti-blackness that has been pervasive throughout US history. We will unpick these imageries and material realities to consider broader perspectives within historical and contemporary significance of struggles for Black sovereignty and liberation. Taking economic and political history as data sources, documentary films and recent academic, artistic and popular works as starting points for discussion, the course will stir debate and a broader appreciation of the political contributions of civic movements and figures within Haiti and the Haitian diaspora. From the perspective of 'connected Blackness', the course explores how Black peoples' links through global struggles for liberation and freedom and against imperialism emerge today.

**Requirements/Evaluation:** Journal entries (250 words each); individual essay on documentary film or media (10 pages); research report on a major contemporary social/economic/environmental issue in Haiti (10 pages); "Haiti Black Liberation Space" group public education project on the contemporary importance of Haiti to global Black liberation/ racial justice and a summative reflection on a meaningful aspect of this project (5 pages); class participation (discussion and readings)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrolled, preference to AFR and Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 366 (D2) AFR 366 (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

### GBST 367 (S) Decolonizing International Relations (DPE)

**Cross-listings:** GBST 367 PSCI 367

### Secondary Cross-listing

The Oxford English Dictionary defines Decolonization as "the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies." The emergence of an international system of sovereign states--the core foundation of international relations--presumes the process of dismantling systems of domination, extraction, and exclusion ended long ago. However, there is increasing recognition that International Relations in all forms, including theory, research, and policy, continue to be structured by traditional paradigms of power (e.g. white, male, elite). This course begins with the premise that knowledge is embedded within, and often reproduces, power hierarchies. Thus, this class is organized as a collaborative investigation with the aims of: 1) examining how whiteness and other historically dominant perspectives shape International Relations theory and research areas; 2) expanding and improving our understanding of International Relations through different lenses (e.g. race, class, gender, disability, indigenous, queer, subaltern); and 3) exploring the implications of a more inclusive approach to International Relations, both within the classroom as well as contemporary decolonization movements in the US and around the world.

**Requirements/Evaluation:** Participation, 3 response/reflection papers, annotated bibliography

**Prerequisites:** One prior course in International Relations or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 367 (D2) PSCI 367 (D2)

**Difference, Power, and Equity Notes:** This class encourages students to recognize the power dynamics inherent within, and reproduced by, the study of International Relations as structured by traditionally dominant paradigms. This class provides students with the tools to critically identify, decenter, and deconstruct dominant lenses as well as the opportunity to engage with, and apply, an inclusive approach centering a more expansive range of theoretical perspectives and knowledge production.

Not offered current academic year

**GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**GBST 370 (S) Archives of Global Solidarity: Records of Collective Memory of Emancipation (DPE) (WS)**

**Cross-listings:** ARAB 370 GBST 370 COMP 370

**Secondary Cross-listing**

Departing from the Arabic notions of *takaful* and *taddamun* as interlinked expressions of social and political solidarity, this course seeks to investigate the textual and visual cultural production of solidarity in the Arabic-speaking world. While both terms have informed the shaping of modern Arab politics in the mid 20th century--from the birth of the socialist state to the rise of pan-Arabism--their instrumentalization as key principles of internationalism, Third Worldism, trans-nationalism, and global camaraderie since the 1990s is parallel to the emergence of social movements and popular resistance across the Middle East, North Africa and beyond. What is the meaning of solidarity and how it mobilized collective emancipation is the guiding question of this course. To interrogate this question we will read novels, poems, memoirs, labor unions and feminist manifestos, and essays that feature multidirectional solidarity and alliance building across borders of East-East and South-South. We will also examine visual and digital archives that documents particular historical moments that marked a turning point of global solidarity, such as the Spanish Civil War, the Cuban Revolution, the Algerian War, the Prague Spring, the Palestinian Intifada, the Zapatista Uprising, and most recently, the Arab Uprisings. As we approach these historical moments through a variety of texts and genres, we will identify encounters between activists and writers who established cross-regional movements and the cultural exchange between artistic collaborations.

**Requirements/Evaluation:** Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the readings; one 10-minute oral presentation of a reflection on digital solidarity, and a final poster project on archiving global solidarity.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This tutorial will be aimed at first year and second year students interested in majoring in Arabic Studies, and/or concentrating in Comparative Literature and Global Studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 370 (D1) GBST 370 (D2) COMP 370 (D1)

**Writing Skills Notes:** Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper, an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

**Difference, Power, and Equity Notes:** South-South and East-East encounters during the 1960s in the writings of contemporary Arab writers and activists resisting dictatorship and police states is the core of this tutorial. Students will gain a deeper understanding of DPE through a close examination of the triangulation of colonial boundaries, postcolonial states, and imperialist domination that shape the context of global solidarity in the Arab world and beyond.

Not offered current academic year

**GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean** (DPE) (WS)

**Cross-listings:** GBST 391 ASST 391 ASIA 391 HIST 391

Secondary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 391 (D2) ASST 391 (D2) ASIA 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

### **GBST 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

#### **Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural

Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**GBST 397 (F) Independent Study: International Studies**

Global Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Magnús T. Bernhardsson

**GBST 398 (S) Independent Study: International Studies**

International Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Magnús T. Bernhardsson

**GBST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**GBST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** GBST 409 ARAB 409 HIST 409

**Secondary Cross-listing**

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Requirements/Evaluation:** class participation and a 25-page research paper

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

**Attributes:** GBST Middle Eastern Studies Electives JWST Elective Courses

**Not offered current academic year**

**GBST 412 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

**Secondary Cross-listing**

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

**GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**GBST 420 (F) Architecture and Sustainability in a Global World (WS)**

**Cross-listings:** ARTH 420 GBST 420 ENVI 420

**Secondary Cross-listing**

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations

of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed (technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

**Requirements/Evaluation:** weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

**Prerequisites:** none, although a course in art/architectural history or environmental studies would be advantageous

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, Environmental Studies majors, History and Studio majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

**Writing Skills Notes:** This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**GBST 480 (F) Media and Society in Africa** (DPE) (WS)

**Cross-listings:** HIST 480 GBST 480 AFR 381

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**GBST 491 (F) Senior Honors Project: International Studies**

International Studies senior honors project.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Ngonidzashe Munemo

**GBST 492 (S) Senior Honors Project: International Studies**

International Studies senior honors project.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Magnús T. Bernhardsson

**Winter Study -----**

**GBST 30 (W) Sr Proj: Global Studies**

To be taken by candidates for honors in Global Studies.

**Class Format:** honors project

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Magnús T. Bernhardsson

**GBST 31 (W) Senior Thesis: Global Studies**

Global Studies senior thesis.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Magnús T. Bernhardsson

**GBST 98 Indep. Study: Global Studies**

Open to upperclass students. Students interested in doing an on-campus independent project during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late

September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:**

Not offered current academic year

**GBST 99 (W) Indep. Study: Global Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Magnús T. Bernhardsson

## CLASSICS (Div I)

### GREEK

Chair: Professor Amanda Wilcox

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

**Route A:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

**Route B:** (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

**Classics Colloquium:** All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

**Classical Studies Courses:** The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS 101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

## STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No, but students should consult with the department about language sequences.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## CLGR 101 (F) Introduction to Greek

This full-year, intensive course presents the fundamentals of ancient Greek grammar, syntax, and vocabulary. While finishing the formal study of the language in the second semester, students begin reading prose and poetry of the classical period, usually works by Xenophon and Euripides.

**Requirements/Evaluation:** frequent quizzes, tests, and a final exam

**Prerequisites:** none; designed for students who are beginning Greek or have studied less than two years of Greek in secondary school; students with some previous experience in Greek may want to enroll in CLGR 102 only (consult the department)

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Kerry A. Christensen

**CLGR 102 (S) Introduction to Greek**

This full-year, intensive course presents the fundamentals of Greek grammar, syntax, and vocabulary and introduces students, in the second semester, to works of the classical period (usually Xenophon and Euripides).

**Requirements/Evaluation:** frequent quizzes, tests, and a final exam

**Prerequisites:** CLGR 101 or permission of department

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLGR 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Kerry A. Christensen

**CLGR 201 (F) Intermediate Greek**

This course will be based on readings from Plato's *Ion* and Hesiod's *Theogony* in their original Greek. These texts will give you a taste of both Classical prose and Archaic poetry and enable you to improve your ability to read, comprehend, and translate ancient Greek literature. Plato and Hesiod also offer important and influential perspectives on the origins, effects, and value of poetry, and we will use their work as a starting point for asking ourselves questions like: what is poetry? Where does it come from? What is it good for? Students who successfully complete this course will be well-prepared for advanced study of Greek language and literature.

**Requirements/Evaluation:** Evaluation will be based on classroom participation, quizzes and exams, and take-home assignments (including, e.g., essays and brief prose composition tasks).

**Prerequisites:** CLGR 101-102 or two years of Greek in secondary school

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors and intended Classics majors

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Sarah E. Olsen

**CLGR 401 (S) Homer: The Iliad**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Iliad* in Greek and the entire epic in translation.

**Requirements/Evaluation:** class participation, short written exercises and/or oral reports, midterm and final exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures

**Expected Class Size:** 5-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 402 (S) Homer: The Odyssey**

From the early archaic era through the classical and beyond, Homer's *Iliad* and *Odyssey* remained foundational in Greek discourse about community, leadership, war, heroism, family, friendship, loyalty, the gods, justice, and much more. Nearly all of subsequent Greek literature, both poetry and prose, developed out of a dialogue with these epics. In this course, we will read extensive selections from the *Odyssey* in Greek and the entire epic in translation.

**Requirements/Evaluation:** class participation, short written assignments and/or oral reports, a midterm and final exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in Classics, Comparative Literature, English and other literatures

**Expected Class Size:** 5-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 404 (S) Tragedy**

This course will focus on reading, in Greek, a complete tragedy by Sophocles or Euripides. It will thus improve your ability to read and analyze Greek poetry in a variety of styles and meters. While focusing on questions of particular importance for the play we are reading in Greek, we will also situate that play in a larger context by exploring, for instance: aspects of the social and political situations in and for which fifth-century tragedies were first produced; the several performance genres out of which tragedy was created; developments in the physical characteristics of the theater and in elements of staging and performance; problems of representation particularly relevant to theatrical production and performance.

**Requirements/Evaluation:** contributions to class, exams, and a final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors, students continuing the Greek sequence

**Expected Class Size:** 13

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Sarah E. Olsen

### **CLGR 405 (F) Greek Lyric Poetry**

This course will explore the development of Greek lyric poetry from the eighth to the fifth centuries BCE. Beginning with Archilochus, Sappho, and Alcaeus, and proceeding through such poets as Solon, Anacreon, Ibycus, and Theognis, we will examine the formal, social, and performative contexts of lyric, the influence of epic and choral poetry on the evolution of the genre, and the difficulties of evaluating a fragmentary corpus. Finally, we will explore the influence of political and economic changes in the early fifth century on the work of Simonides. The goal throughout is to investigate the structures, innovations, and problems of poetic self-expression in early Greek poetry.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 409 (F) Plato**

Plato's writing has exercised an incalculable influence on the development of subsequent philosophy and literature, but his dialogues are equally compelling when they are read independently of the works they have inspired. In this course we will read substantial selections from one or more of the so-called middle dialogues (*Symposium*, *Phaedo*, *Republic*, *Phaedrus*), in which a variety of speakers, including Socrates, ask and provisionally answer questions such as what are love, beauty, and justice, and how does the human soul in possession of these goods participate in the divine?

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week or at a mutually agreed-on time that does not conflict with other course work.

**Requirements/Evaluation:** evaluation will be based on class participation, several short written assignments, a midterm and final exam, and a longer final paper

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** if oversubscribed, preference given to majors in Classics, Philosophy, Comparative Literature, English or another literature

**Expected Class Size:** 5-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLGR 412 (F) Herodotus**

This course will focus on the reading in Greek of Herodotus' Histories, his multivalent and deeply human account of how and why several hundred years of contact and conflict between the Greek city-states and non-Greek peoples to the east culminated in the Persian invasion of Greece. We will explore the ways in which his rich narrative style and intellectual landscape reflect the influence of Greek and near-eastern oral traditions, Ionian philosophical thought, Greek tragedy, and contemporary Athenian rhetoric and philosophy. We will also study his use of anthropological methods, ethnography, and geography in explaining human events. Among the many themes that permeate his work, we will pay special attention to the working of divine versus human justice, the mutability of human affairs, the nature of authority, the role of family, and the quest for wisdom.

**Requirements/Evaluation:** class participation, two short written assignments, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kerry A. Christensen

### **CLGR 414 (F) Thucydides**

This course will focus on Thucydides' powerful history of the Peloponnesian War. It is a rich text with much to say about human nature, human motivation, power, morality, the fragility of civilized life, the nature of democracy, leadership, causality in human affairs, and the impact on the Greek city-states of thirty years of nearly continuous war.

**Requirements/Evaluation:** class preparation and participation, a midterm exam, a final paper, and a final translation exam

**Prerequisites:** CLGR 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**Winter Study** -----

**CLGR 99 (W) Independent Study: Greek**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amanda R. Wilcox

## HISTORY (Div II)

Chair: Professor Roger Kittleson

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Alexander Bevilacqua, Assistant Professor of History
- Jessica Chapman, Professor of History
- Christine DeLucia, Associate Professor of History
- Sara Dubow, Associate Dean of the Faculty, Professor of History; affiliated with: Dean of the Faculty's Office, History
- Alexandra Garbarini, Charles R. Keller Professor of History; on leave 2022-2023
- Aparna Kapadia, Associate Professor of History
- Charlotte A. Kiechel, Visiting Assistant Professor of History
- Roger A. Kittleson, Chair and Professor of History; affiliated with: History, Latina/o Studies
- Thomas A. Kohut, Sue and Edgar Wachenheim III Professor of History; on leave 2022-2023
- Gretchen Long, Dean of the College, Frederick Rudolph '42 - Class of 1965 Professor of American Culture; affiliated with: Dean's Office, History
- Maud Mandel, President, Professor of History; affiliated with: President's Office, History
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: Center for Environmental Studies, History
- Karen R. Merrill, Professor of History
- Joel S. Pattison, Assistant Professor of History
- Anne Reinhardt, Professor of History and Chair of Asian Studies Program; affiliated with: History, Asian Studies Program
- Viktor Shmagin, Visiting Assistant Professor of History
- Eiko Maruko Siniawer, Provost, Class of 1955 Memorial Professor of History; affiliated with: Provost's Office, History, Asian Studies Program
- Tyran K. Steward, Assistant Professor of History
- Benjamin Twagira, Assistant Professor of History
- Chris Waters, Hans W. Gatzke '38 Professor of Modern European History
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies, History
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, History

### GENERAL STATEMENT OF GOALS

The History department seeks to cultivate a critical understanding and awareness of the past and the development of our students' intellectual, analytical, and rhetorical abilities. In pursuit of the first objective, through its curricular offerings the department seeks both to expose students to the richness, diversity, and complexities of human history over long periods of time and in different geographic regions and to provide students with the opportunity to explore aspects of the past in depth. At the same time, the department endeavors to develop students' ability to think historically and to foster in them an appreciation of the contested nature and the value of historical knowledge by confronting them with the variety of ways in which historians have approached and interpreted the past, engaging them in issues that provoke historical debate, and familiarizing them with the nature and uses of historical evidence. By engaging students in the critical study of the past, finally, the department seeks to develop their ability to formulate historically informed analyses and their analytical and rhetorical skills.

### COURSE NUMBERS

The course numbering system used by the History Department reflects the different types and objectives of courses offered at each level. The different course levels are distinguished less by degree of difficulty than by the purposes that the courses at each level are intended to serve and the background knowledge they presume.

**First-Year Seminars and Tutorials (102-199):** These writing-intensive courses give students an opportunity to explore an exciting historical topic in-depth, learn about the discipline of history, and improve their research and writing skills. Because these courses emphasize the acquisition of skills required for the advanced study of History, they are ideal for students contemplating a major in History.

Each 100-level seminar is normally limited to nineteen students and focuses both on training in research skills (such as using the library, navigating on-line resources, formulating a research question and developing a research agenda, and learning how to use different types of evidence) and on the acquisition of reading skills (such as how to interpret different kinds of historical writing and the arguments historians make). These seminars especially emphasize the importance of writing and include varied assignments that stress the mechanics of writing and revision and focus on issues of argumentation, documentation, and style. Enrollment preference in 100-level seminars is normally given to first-year students and then to sophomores.

Each 100-level tutorial stresses the importance of interpreting historical evidence and evaluating the arguments made by historians and likewise fulfills the writing-intensive requirement. Enrollment in these courses is limited to ten students, each of whom is expected to write five or six interpretive essays and present five or six oral critiques of another student's work. First-year students and sophomores will normally be given equal enrollment preference in 100-level tutorials.

First-year seminars and tutorials can be counted toward the History major and used to meet the department's group and concentration requirements.

**Introductory Survey Courses (202-299):** These courses are open to all students and are intended to provide a basic understanding of the history of peoples, countries, and geographic regions over relatively long time-spans. Most of all, they will provide students with the background necessary for more advanced study in history at the 300 and 400 level. They are offered in either small or large formats, depending on the individual course.

**Major Seminars (301):** Major seminars explore the nature and practice of history, are required for the degree in History, and are normally restricted to junior History majors. Although these seminars vary in topic and approach, each focuses on the discipline of history itself—on the debates over how to approach the past, on questions of the status of different kinds of evidence and how to use it, on the purpose of the study of history. Focusing on questions of methodology, epistemology, and historiography, these courses ask: What kind of knowledge do historians claim to produce? What does it mean to study the past? How do historians approach the project of studying the past? Each year several major seminars will be offered. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year (space permitting), and those planning to be away for the whole of their junior year are encouraged to do so.

**Advanced Electives (302-396):** These advanced, topical courses are more specialized in focus than are the introductory survey courses (202-299) and are intended to follow such courses. Enrollment is often limited. Because these courses may presume some background knowledge, the instructor may recommend that students enroll in an appropriate introductory course before registering for an advanced elective.

**Advanced Seminars (402-479):** These are advanced courses normally limited in enrollment to fifteen students. Each seminar will investigate a topic in depth and will require students to engage in research that leads to a substantial piece of historical writing. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the seminar. Preference is given to senior History majors, followed by junior History majors.

**Advanced Tutorials (480-492, 495):** These are advanced reading and writing courses that offer an in-depth analysis of a topic in tutorial format. Tutorials are limited in enrollment to ten students and preference is given to senior History majors. All History majors are required to complete either an advanced seminar (402-479) or a tutorial (480-492). Instructors may recommend prior coursework in the area of the tutorial. The writing of five or six essays and the oral presentation of five or six critiques of another student's essays are central to tutorials.

Within each of these levels, courses are further divided by geographical area:

Africa and the Middle East: 102-111, 202-211, 302-311, 402-411

Asia: 112-121, 212-221, 312-321, 412-421

Europe and Russia: 122-141, 222-241, 322-341, 422-441

Latin America and the Caribbean: 142-151, 242-251, 342-351, 442-451

United States: 152-191, 252-291, 352-387, 452-471

Transnational/Comparative: 192-199, 292-299, 388-396, 472-479

## ADVISING

Both majors and non-majors are encouraged to talk at any time with the department chair, the department administrative assistant, or any other member of the department about the History major.

All incoming majors will choose a faculty advisor in the spring of their sophomore year. All majors must meet with their advisor in the beginning of

the fall semester, to develop their Concentration (see below), and at the time of the spring semester registration period in order to have their courses and plans for the History major approved. Students who are interested in the senior thesis program or graduate school should contact the faculty director of the Thesis Program. Prospective study abroad students should contact the department's administrative assistant.

## **THE MAJOR**

### **The major consists of at least nine semester courses as follows:**

Required Courses in the Major

One Major Seminar (History 301)

At least one Advanced Seminar (History 402-479) or Tutorial (History 480-492)

### **Elective Courses**

Seven (or more) additional semester courses in History, at least one to be chosen from among three of the following groups:

Group A: The History of Africa

Group B: The History of Asia

Group C: The History of Europe and Russia

Group D: The History of Latin America and the Caribbean

Group E: The History of the Middle East

Group F: The History of the United States and Canada

Group G: Global History

In addition, students must take at least one course dealing with the premodern period (designated Group P in the catalog); this may be one of the courses used to fulfill the group requirement (Groups A-G).

A single course can meet the requirement for no more than one of Groups A through G.

### **Concentration In The Major**

Students are encouraged, in consultation with their advisors, to design a concentration within the History major. A concentration should consist of at least three courses that are linked by common themes, geography, or time period. Only one of those courses can be a 100-level seminar while at least one must be a 300- or 400-level course. Courses in the concentration may be used to fulfill the group requirements. Courses taken abroad may be included in the concentration with the approval of the department chair.

## **THE DEGREE WITH HONORS IN HISTORY**

The History Department offers a thesis route to the degree with honors in History. This involves a ten-course major as well as an independent WSP. Students wishing to undertake independent research or considering graduate study are encouraged to participate in the thesis program and seminar.

Application to enter the thesis program is made by spring registration in the junior year and is based on a solid record of work of honors caliber, normally defined as maintaining at least a B+ average in courses taken for the major. Students who intend to write a thesis submit a proposal to the History Department at this time. Students who will be away during the spring semester of their junior year make arrangements to apply before leaving. Normally, it is the responsibility of the student to secure the agreement of a member of the department to act as their thesis advisor, normally a faculty member with whom the student has worked in the past. The student therefore consults with a member of the department about a thesis topic and secures the faculty member's agreement to serve as their thesis advisor prior to submitting a proposal to the department. The thesis proposal must be signed by a member of the History Department. Normally, the thesis topic is related to course work that the student has completed. Students should be aware that, while the department tries to accommodate all students who qualify to write a thesis, particular topics may be deemed unfeasible. Final admission to the thesis program depends on the department's assessment of the qualifications of the student and the feasibility of the project.

Once the student has been notified of admission to the thesis program, they register for History 493, Senior Thesis Seminar, in the fall semester, for History 031 during winter study, and for History 494, Senior Thesis Seminar, in the spring. In addition to researching and writing a thesis of approximately 75-100 pages, students attend special presentations under the History Department's Class of 1960 Scholars Program.

During the fall, students work regularly on their research and consult frequently with their advisors. Throughout the semester, thesis writers also present progress reports for group discussion to the seminar (History 493). Performance in the seminar is taken into consideration in determining students' continued participation in the thesis program and is taken into account in determining their final thesis grades calculated at the end of the year. Students are required to submit one draft thesis chapter to their advisor and the director of the thesis seminar by the end of the fall semester.

During the first week of winter study students present their draft chapter to the thesis seminar and members of the history department thesis committee. Students deemed to be making satisfactory progress on their research and writing at this point are allowed to continue with the thesis. They devote the entire winter study period to thesis work. They normally conclude their research during winter study and must complete a second draft chapter of their thesis for submission to their advisor and the director of the thesis seminar before the end of winter study. By the beginning of spring semester, the thesis committee formally consults with advisors and makes a recommendation to the department on which students are allowed to proceed with the thesis. Those students continuing with the thesis present a draft chapter of their thesis to the thesis seminar and members of the department's thesis committee during the early weeks of the second semester.

Completed theses are due in mid-April, after which each student prepares and makes a short oral presentation of their thesis at the departmental Thesis Colloquium. Another student who has read the thesis then offers a critique of the thesis, after which the two faculty readers of the thesis offer their own comments and questions, followed by a general discussion of the thesis by students and other members of the department.

## **LANGUAGE**

Study of a foreign language is basic to the understanding of other cultures. Particularly those students who might wish to do graduate work in History are encouraged to enroll in language courses at Williams.

## **STUDY ABROAD**

The History Department considers immersion in and familiarity with a foreign culture not only to be valuable in themselves, but also to provide an important way of understanding the past. Students who major in History therefore are encouraged to study a foreign language and to consider studying abroad during their junior year. History courses taken as part of a study abroad program that is recognized by the college normally can be used to satisfy departmental distribution and general requirements, up to a maximum of three courses (this limit does not apply to tutorials taken as part of the Williams-Exeter Program). Courses taken abroad, even at Oxford, cannot be used to satisfy the major seminar and advanced seminar/tutorial requirements, with only one exception: the tutorial on "Historiography: Tacitus to Weber" that is offered through the Williams-Exeter Program can count for major seminar credit. Students who plan to study abroad during their junior year may take their major seminar in the spring semester of their sophomore year, and those planning to be away the whole of their junior year are strongly encouraged to do so.

Students interested in studying abroad during their junior year should discuss their plans with a member of the department as well as with the department's administrative assistant. Approval of departmental credit for courses taken abroad normally must be obtained from the chair or from the administrative assistant prior to the commencement of the study abroad program.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department. The student needs to provide as much information as possible to the department chair, and approval is provisional upon the student actually taking the course as detailed in the syllabus and/or course description.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. The maximum number of credits is three.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. The courses need to be historical in approach and content for credit. This means that courses not listed under History in the study abroad program might be considered for history major credit.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. HIST 301 (with the exception of one particular tutorial offered through the Williams-Oxford Programme) and a 400-level seminar or tutorial.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No. Students who will be studying abroad for the entire year are encouraged to take HIST 301 before their junior year.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None recently.

## **HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

### **Primary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

## **HIST 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

### **Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

**HIST 110 (S) The Veil: History and Interpretations** (DPE) (WS)

**Cross-listings:** HIST 110 WGSS 110 ARAB 215

**Primary Cross-listing**

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

**Attributes:** HIST Group E Electives - Middle East

**Not offered current academic year**

**HIST 115 (F) The World of the Mongol Empire** (WS)

**Cross-listings:** HIST 115 ASIA 115 ASST 115

**Primary Cross-listing**

By the middle of the thirteenth century, Mongol armies led by Genghis Khan had conquered an enormous swath of territory, extending from China westward to Eastern Europe and the Middle East. Further expanded by Genghis's descendants, the Mongol Empire incorporated a vast range of different peoples and cultures, enhancing communications, trade, and exchange among them. In this course we will examine the "world order" of the Mongol Empire from its origins on the Asian steppe through its expansion, consolidation, and disintegration, as well as its legacies. From a wide range of primary and secondary sources, including literature, chronicles, and traveler's accounts, we will investigate the diverse experiences of the Mongol world in places such as China, Russia, Persia, and Central Asia.

**Requirements/Evaluation:** active participation in discussion, several short papers, and a final research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 115 (D2) ASIA 115 (D2) ASST 115 (D2)

**Writing Skills Notes:** Three 5- to 7-page papers written in two drafts each with instructor feedback, one 10- to 12-page final research paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis** (WS)

**Cross-listings:** GBST 117 HIST 117 ASIA 117

#### **Primary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

**HIST 122 (S) The Black Death (WS)**

In what ways does a pandemic change society? Historians and scientists still debate the development and impact of the second plague pandemic, also known as the Black Death, which decimated the people of Asia, Africa, and Europe in the mid-fourteenth century. For many medieval people, the plague was experienced as a terrifying judgment of God upon the world. In this class, we will see how the plague exposed and exacerbated divisions within society, encouraging new political movements, economic changes, and new forms of expression in art and literature. We will read multiple first-hand accounts of the plague, with an eye to seeing how medieval people tried to understand the calamity through science and religion, and how modern scholars have interpreted the evidence of both written records and archaeology and related sciences. The Black Death is the first global pandemic that produced an extensive written record, and the sources offer us a detailed look at how multiple complex societies handled the crisis.

**Requirements/Evaluation:** Attendance and participation, three short (3- to 5-page) papers, a final 8-10-page research paper

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students. Others will need the permission of the instructor.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three short (3-5 page) papers and a longer (8-10 page) research paper. They will receive feedback on all of these. The research paper will be produced in several stages, with the instructor commenting on each step.

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Joel S. Pattison

**HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany (DPE) (WS)**

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

**Requirements/Evaluation:** Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

**Difference, Power, and Equity Notes:** This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after

the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Charlotte A. Kiechel

### **HIST 130 (S) Rioting in British History (WS)**

Since scholars in the twentieth century turned from the bird's to the worm's-eye view of the past, scholarship on rioting and crowd actions has grown. Exploring rioting in the history of modern Britain allowed researchers a chance to learn about the values, priorities, and tactics of people not previously centered in the historical record. It also created space to raise questions about what makes something a riot and how visions of public order shape military or police responses to those riots. In this course, we will examine the causes, strategies, and consequences of riots from the 1780s to the 1980s, from bread riots to the Brixton riots. We will also develop our own definitions of what qualifies as a riot, interrogating why our present definitions may differ from those in the past. While this course is rooted in the "classic" studies of British riots, to give students a strong sense of disciplinary practices and traditions, it also allows space to see how cutting-edge scholarship has expanded the discipline. "Rioting in British History" is a history seminar designed for first- and second-year students, particularly those interested in the discipline of history. In addition to exploring the theme of rioting in great depth, this course will also provide students the chance to grow as researchers and writers. By the end of this course, students will have developed the ability to analyze and evaluate works of history, identify the kinds of primary sources necessary to answer their historical questions, and write history papers that show their ability to identify and analyze relevant scholarly works and primary source materials. Since this is a writing-intensive course, students should expect to conduct peer evaluations of their writing assignments and will get consistent feedback on their writing assignments from the instructor.

**Requirements/Evaluation:** Students will have regular reading assignments, averaging around 50 pages per week. Students will complete four unit response papers and one 10-12 page research paper.

**Prerequisites:** First-year or sophomore standing--juniors and seniors with permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** First-year students will be given preference, followed by sophomores who have not yet taken a 100-level seminar.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will complete four unit response papers, two of which will receive peer evaluation and feedback in class before being revised and submitted. All papers will receive feedback from the professor. Students will also complete a 10-12 page final research paper which they will develop over the course of the semester, including a rough draft workshop.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 134 (F) The Great War (WS)**

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

**Requirements/Evaluation:** bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Bi-weekly 5- to 7-page papers; one formal paper revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Not offered current academic year

### **HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment (WS)**

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the European Enlightenment, the eighteenth-century movement that laid the foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

**Requirements/Evaluation:** Attendance and participation; two 5-7-pp. papers (and a revision of each); final research project proposal and bibliography; a final, 10-12 pp. research paper; a final research presentation.

**Prerequisites:** First-year standing.

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students,

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** This class is designed as an intensive expository writing seminar for first-year students. We focus on the structure of expository argument, the importance of revision, on library and research skills, etc. Students receive detailed feedback on their writing throughout the semester and are expected to use the opportunity to hone their craft.

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Alexander Bevilacqua

### **HIST 137 (F) Victorian Britain and the Anglo-Afghan Wars (WS)**

Long before the US and its allies fought the recent war in Afghanistan (2001-2021), Britain fought three Afghan Wars. Now almost forgotten, dusty reminders of Britain's imperial past, they were crucial moments in the "Great Game", the rivalry between the British and Russian empires for supremacy in Central Asia and control of land routes to British India. Largely disastrous for the British, the First Afghan War (1839-1842) resulted in the tragic deaths of some 16,000 individuals, the Second (1878-1881) generated considerable domestic discord, and the Third (1919) basically ended British influence in Afghan affairs. Nevertheless, they exercised the Victorian imagination and led to numerous cultural productions that will be dissected in our class: illustrated tales of British military exploits proliferated in the press; the children's writer G.A. Henty turned the conflicts into the stuff of imperial adventure; Rudyard Kipling made the Great Game the backdrop for several works of fiction; military officers, government officials, "lady travelers", and amateur scholars all mapped the landscape and people of Afghanistan, an endless source of fascination for the Victorians. By interpreting these various forms of documentary evidence, we will not only reconstruct the history of the wars Britain fought in Afghanistan, and the reasons for them, but dissect the stories Britons told themselves about their Empire and about Afghanistan and its people.

**Requirements/Evaluation:** Evaluation will be based on regular and continuous participation in class discussion, two document analyses (750 words each), two guided research essays (5 pages each), and various shorter exercises leading up to a final research paper (10-12 pages) due at the end of class

**Prerequisites:** None. First-year or sophomore standing required.

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students, and then sophomores who have not taken a 100-level seminar or tutorial in History.

**Expected Class Size:** 12-16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write two document analyses (750 words each) and two guided research essays (5 pages each), all letter-graded and returned with comments. Also, students will write a final research paper (10-12 pages) in consultation with the instructor; a working bibliography and prospectus, and a rough draft, will be required in advance of submission of the final paper. Students will learn about research and writing skills and will receive timely suggestions for improving their work.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 143 (S) Soccer and History in Latin America: Making the Beautiful Game (WS)**

This course examines the rise of soccer (*fútbol/futebol*) in modern Latin America, from a fringe game to the most popular sport in the region. Focusing especially on Brazil, Argentina, Peru, and Mexico, we will analyze the central role that soccer played as these countries faced profound questions about racial, gender, regional, and national identities. Using autobiographies, videos, and scholarly works from several disciplines, we will consider topics including: the role of race and gender constructions in the initial adoption of soccer; the transformation of this foreign game into a key marker of national identity; the relationship between soccer and political and economic "modernization"; the production of strong, at times violent identities at club, national, and regional levels; and the changes that mass consumerism and globalization have effected on the game and its meanings for Latin Americans.

**Requirements/Evaluation:** Class participation, a series of short papers, response papers, and a research paper

**Prerequisites:** First-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First year students and then sophomores who have not previously taken a 100-level seminar. If oversubscribed an application process may be developed to determine admission to the course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three 3-papers on set topics and an 8-10 page research paper. Revision of the first short paper is mandatory, in response to instructor's comments. Students will receive timely feedback on all pieces of writing and will participate in in-class workshops on the identifying sources, formulating an argument, and presenting a compelling case.

**Attributes:** HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

### **HIST 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)**

**Cross-listings:** HIST 152 WGSS 152

Primary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

**Requirements/Evaluation:** a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** given first to those who have been dropped from this class previously, then to first-years, then to sophomores

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 152 (D2) WGSS 152 (D2)

**Writing Skills Notes:** Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

### **HIST 155 (F) School Wars (WS)**

Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

**Requirements/Evaluation:** four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

**Prerequisites:** first-years or sophomores

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 156 (F) The Manifesto in U.S. Politics (WS)**

Is there a style or tradition of writing political manifestos in the United States? Given the nation's origins in revolution, the answer would seem on the surface to be a definitive "yes." But some observers are skeptical; one writer has gone so far as to say the term "manifesto" connotes "a radicalism that American writers generally lack." This course will investigate that claim. How would we choose to define the very term, "manifesto?" Why have so many radical American writings been embraced as having the characteristics of a manifesto? We'll look at these questions through close readings and analyses of manifestos across three different historical junctures in the U.S. -- the Revolutionary era, the 1830s and 1840s, and the 1960s and early 1970s -- focusing in particular on struggles over racial equality and women's rights.

**Requirements/Evaluation:** participation; three graded essays (3-5 pages each), handed in as drafts, given comments, and with time for revision; 3-5

very short, ungraded assignments on course content and about library research; one manifesto (any length) and a final reflection paper (3-5 pages).

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will alternate between doing short graded and ungraded assignments in the first 8-10 weeks of the class: the 3 graded assignments (varying length, but no more than 7 pages maximum) each will involve a draft, and then a revision based on instructor comments; the ungraded assignments will be either informal, analytical responses to the reading; short, creative responses; or discussion questions. Students will also each write a manifesto and a short, final reflection paper.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 157 (S) 1960s and U.S. History (WS)**

**Cross-listings:** HIST 157 AMST 157

Primary Cross-listing

This 100--level seminar will introduce students to the craft of history through the study of the 1960s, an important decade in American history (indeed, the world). In the U.S., this decade was marked by the on-going war in Vietnam, the struggle against racial inequality and racist oppression, changes in attitudes toward sex and sexuality, music, the role of youth culture, advances in technology, the rise of new expressions of American conservatism, and other tumultuous transformations in politics, culture, and the economy.

**Requirements/Evaluation:** two 3-- to 5--page papers based on readings; a 5-- to 7-page oral history project; research precis, annotated bibliography; final 10--page research paper; class participation

**Prerequisites:** first-years

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 157 (D2) AMST 157 (D2)

**Writing Skills Notes:** Precis and annotated bibliography will receive critical feedback from professor and peers, and dedicated time in class to discuss assignments and traits of effective history writing. On all papers students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

Primary Cross-listing

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be

letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

### **HIST 159 (F) Crossing the Color Line: A History of Passing** (DPE) (WS)

**Cross-listings:** AFR 159 HIST 159

#### **Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

### **HIST 163 (S) From Wampum to Phillis Wheatley: Communications in Early America (DPE) (WS)**

How did the diverse peoples who inhabited early North America communicate with each other, across profound linguistic, cultural, social, and religious differences? This course examines histories of communication in early America and the technologies that communities developed across landscapes of coexistence and also contestation. We will study Indigenous oral traditions, traditional ecological knowledge, and wampum belts as signifiers of identity, meaning, and diplomacy for Native American nations and peoples; artistic and scientific paintings, engravings, and visual culture that moved around the Atlantic World; political orations, newspapers, and pamphlets that galvanized public opinion in the "Age of Revolutions"; stone memorials and monuments that connected communities to ancestral pasts; and the powerful poetry of African American writer Phillis Wheatley along with the orations of Pequot intellectual William Apess. Together we will raise new questions about the meanings and ongoing legacies of early American histories, and grapple with diverse approaches to understanding the past. Additionally, this course provides an opportunity to engage with original materials pertaining to early American histories in the Williams College Archives/Special Collections and Art Museum.

**Requirements/Evaluation:** active participation in class discussions, several short essays based on readings and discussion topics, museum/archives exercise, final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** limited to first- and second-year students who have not yet taken a 100-level course in History; juniors and seniors only with the permission of the instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Short essays (3-5 pages) spaced throughout the semester with instructor feedback on writing skills as well as historical content; written reflection and analysis related to museum/archives visit with original materials; final essay (8-10 pages) due at end of semester that synthesizes findings from across the whole semester and allows students to closely examine primary/secondary sources; regular opportunities to conference with instructor about writing ideas and drafts.

**Difference, Power, and Equity Notes:** This course delves into histories and experiences of diverse early Americans, including substantial focus on Native American/Indigenous and African/African American peoples. It introduces students to foundational methods for historical study, including decolonizing methodologies from Native American and Indigenous Studies (NAIS) and African American histories, along with critical vantages on Euro-American settler colonialism and the complex entanglements that arose in multiracial communities.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 165 (F) The Age of McCarthy: American Life in the Shadow of the Cold War (WS)**

The Cold War cast a long shadow over American life in the years following World War II. The relationship between domestic and foreign affairs was particularly acute during the Age of McCarthy, an era marked by a intensifying Soviet-American rivalry abroad coupled with dramatic Red baiting and witch hunts at home. This course explores related aspects of American life from the late-1940s to the late-1950s, ranging from the phenomenon of McCarthyism itself to fallout shelters, spy cases, the lavender scare, nuclear families, the Hollywood blacklist, the religious revival and its implications for foreign policy, Sputnik and the space race, and links between the Cold War and Civil Rights. Using scholarly books and articles, primary sources,

novels, music, and films, we will explore interactions between politics, diplomacy, society, and culture in the Age of McCarthy. In this writing-intensive course, we will focus on analyzing sources, writing clearly and effectively, and making persuasive arguments. Students will not only learn about history, but they will learn to think and write as historians.

**Requirements/Evaluation:** class participation, several short essays, in-class presentations, and a final 10- to 12-page research paper

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write several short essays (2-4 pages each) as well as a final research paper (10-12 pages). Over the course of the semester, students will submit a research proposal as well as several working drafts of the final research paper. These drafts will be discussed in small group workshops, including the professor. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 166 (F) Cold War Films (WS)**

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

**Requirements/Evaluation:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Jessica Chapman

## **HIST 167 (S) Let Freedom Ring? African Americans and Emancipation (WS)**

**Cross-listings:** AFR 167 HIST 167 AMST 167

### **Primary Cross-listing**

This course will examine African Americans' transition from slavery to freedom. In the years that encompassed the Civil War and immediately after, most African Americans changed from being legal property, able to be bought, sold, mortgaged, rented out, and leveraged into U.S. citizens, with the Constitutional right to male suffrage. This course examines this transition. How did it come about? To what extent were African Americans able to exercise their rights that the constitution guaranteed? How did Emancipation shape African American family relations, culture and demography? This is a research seminar. We will examine work of historians and discuss the contradictions and nuances of emancipation. Readings will include monographs, scholarly articles and heavy dose of primary sources, as many as possible written by African Americans themselves. Assignments include an original research paper on an aspect of Emancipation. We will devote considerable time throughout the semester to finding primary and secondary sources and on the writing process.

**Requirements/Evaluation:** research paper, short writing assignments, class participation

**Prerequisites:** first-years and sophomores

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 167 (D2) HIST 167 (D2) AMST 167 (D2)

**Writing Skills Notes:** Students will work throughout the semester on research paper that concerns Emancipation in the US. Students will turn in segments of this paper in separate assignments. During the final weeks of the course students will stitch these components together. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement."

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

**Not offered current academic year**

## **HIST 202 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

### **Secondary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

### **HIST 203 (F) Modern Japan**

**Cross-listings:** HIST 203 ASIA 203

#### **Primary Cross-listing**

This course is intended to familiarize you with the history of modern Japan, the world's third-largest economy and a dynamic influence on global culture. We will begin during the Edo Period (1600-1868), during which feudal (e.g., the status system) and more modern (e.g., a consumer society) features of Japanese life developed alongside each other. We will then examine the Meiji Restoration and explore how the Imperial Japanese state led Japan through modernization into total defeat by 1945. The course then looks at economic recovery and societal change during the postwar period, taking us up to the present day. Students will become familiar with several significant shifts in interpretation of key aspects of Japanese history. We will cover the rise and demise of the erroneous "national seclusion" narrative, the legislation of Japanese Emperor's divinity, and the debate over Japan's supposed ethnic and cultural distinctiveness. We will focus especially closely on the roles of class, gender, imperialism and foreign contacts in modern Japanese history. You are expected to critically analyze assigned primary and secondary sources and to communicate your ideas to your classmates effectively both orally and in writing. You are also expected to collaborate with your classmates to complete group activities. You will also conduct limited original archival research.

**Class Format:** This class features an immersive simulation, in which students will simulate the Meiji Restoration. The final project is a collaborative research project and presentation working with Japan-related sources from Williams's Special Collections.

**Requirements/Evaluation:** Class participation, two 5-6 page essays, immersive simulation midterm, collaborative final research presentation

**Prerequisites:** None

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 203 (D2) ASIA 203 (D2)

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm Viktor Shmagin

### **HIST 204 (F) Colonial Rule and Its Aftermaths in Africa (DPE)**

**Cross-listings:** GBST 203 HIST 204 AFR 227

#### **Primary Cross-listing**

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as

novels and films.

**Class Format:** Mixed format of lecture and discussion seminar

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 203 (D2) HIST 204 (D2) AFR 227 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

### **HIST 205 (F) The Making of Modern Africa (DPE)**

**Cross-listings:** AFR 203 HIST 205

#### **Primary Cross-listing**

This course traces the incorporation of Africa into an expanding global world from the middle of the 19th century to the present and examines the impact of this integration on the history of African cultures and modern nation states. It is designed to provide you with an introductory understanding of the economic, social, and political forces that have shaped Africa in recent times and continue to affect the lives of individual people across the continent. Over the course of the semester you will be introduced to major historical themes in African History from the past 150 years, including the abolition of the slave trade and its effects, African states in the 19th century, the growing integration of different regions into shifting global and economic systems, European colonization, and African resistance to imperial conquest. We will also explore the emergence of the nationalist and anti-colonial movements, and Africa's post-colonial experiences of self-governance. Within these broad historical processes, the class will cover additional key themes such as religious change and the role of Western missionaries; changing gender roles; environmental exploitation and change; the emergence of the developmental state; urbanization; military dictatorships, and war and violence in the late 20th century. We will also cover some of the issues surrounding the study of African History as a discipline. This is a challenging task as no single course can cover more than a silver of the complexity and variety of the continent. This is why we approach the study of Modern African History through a comparative prism.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, midterm and final exams, and a case study paper (7-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 203 (D2) HIST 205 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how modern Africans have contended with powerful forces that have deeply affected the continent. It will examine how different societies on the continent -- in different environments and circumstances -- devised solutions to the challenges of the day. All of the readings, discussions, and assignments will ask students to center and insert African voices into

histories fraught with misrepresentations.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Not offered current academic year

### **HIST 206 (F) History of Islam and the Middle East since 1453**

**Cross-listings:** HIST 206 REL 220 ARAB 206

#### **Primary Cross-listing**

This course offers an introduction to the major political and societal institutions that evolved under the aegis of what we might call "Islamic civilization" since the Ottoman conquest of Byzantine Constantinople in 1453. The principal geographic areas covered are the Middle East, North Africa, and to some extent the Balkans. Major topics include the rise of the Ottoman sultanate and their consolidation of rule, the Persian Safavid Empire, the rise of Western intervention and colonialism, nationalism, and state formation, and the challenges of and responses to modernization.

**Requirements/Evaluation:** attendance, participation, map exercise, 2 papers, midterm and take-home final

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 206 (D2) REL 220 (D2) ARAB 206 (D2)

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 207 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207 GBST 102

#### **Primary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **HIST 211 (S) Understanding 9/11 and the War in Iraq (DPE)**

**Cross-listings:** HIST 116 ARAB 211 HIST 211

#### **Primary Cross-listing**

What were some of the causes of 9/11/2001 and what were some of the consequences? Why and how did the United States invade Iraq in 2003 and what impact did the subsequent occupation of that country have on the rest of the Middle East? In this course on recent political and cultural international history, that will also consider this history in film and popular culture, the monumental ramifications of the "War on Terror" will be considered and how this framework has shaped the 21st century. In the first part of the course, US-Middle Eastern relations will be explored and the eventual emergence of al-Qaeda in the late 1990s. Then the terrorist attacks on American soil on 9/11 will be studied and the ensuing wars on Afghanistan and Iraq. Particular attention will be on the prelude to the Iraq War, especially how that war was justified and rationalized, and the eventual occupation of Iraq. The myriad Iraqi responses will be studied along with American military experience. Finally, the course will evaluate the significance of the first decade of the 21st century and how these events continue to reverberate today.

**Requirements/Evaluation:** short online writings and papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History and Arabic Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 116 (D2) ARAB 211 (D2) HIST 211 (D2)

**Difference, Power, and Equity Notes:** This course will consider power and difference in a number of ways. First, it will evaluate how the US government used its political power to convince the public to support a military operation under questionable premises. Second, it will critically assess the "War on Terror" and who has benefited from it. Third, it will examine how the American military occupied Iraq and the ways in which Iraqis tried to resist the American designs on their country.

**Attributes:** HIST Group E Electives - Middle East HIST Group G Electives - Global History

Not offered current academic year

### **HIST 213 (S) Modern China, 1600-Present**

**Cross-listings:** HIST 213 ASIA 213

#### **Primary Cross-listing**

China's presence continues to grow in our world today, but contemporary China also evinces complex contradictions: a market economy promoted by a nominally Communist government, extremes of urban wealth and rural poverty, increasing participation in the international community and intensifying nationalist rhetoric. This course examines China's historical engagement with the modern world to offer perspective on its current conditions. We will begin with the Qing (1644-1911) conquest of China and consolidation of a multi-ethnic empire, and investigate China's encounters with Western and Japanese imperialism, the rise of Chinese nationalism, Republican and Communist revolutions, and the often turbulent history of the People's Republic. Throughout, we will examine themes of social, economic, intellectual, and cultural change through predominantly primary source reading and analysis.

**Requirements/Evaluation:** class participation, two short papers, two essays, a midterm and a self-scheduled final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** open to all; preference to History or Asian Studies majors only if overenrolled

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 213 (D2) ASIA 213 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

### **HIST 214 (F) Foundations of China**

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

#### **Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

### **HIST 217 (F) Early Modern Japan**

**Cross-listings:** ASIA 217 HIST 217 ASST 217

#### **Primary Cross-listing**

Over a century of constant warfare came to an end in the late 1500s, ushering in more than two hundred years of relative peace in a Japan that was ruled by a military government. This course will take up the extraordinary changes and enduring continuities of the period between the establishment of the Tokugawa government in the early 1600s and its eventual collapse in 1868, an era characterized by societal order and tensions, economic growth and stagnation, the development of cities and towns, the flourishing of urban culture, the spread of new and different ideas, and the decline of the samurai. We will focus on the political, social, and cultural history of early modern Japan, including topics such as the establishment of the Tokugawa order, the nature of the political system, foreign relations, urbanization, popular culture, material culture, the quality of life, the legal order, gender and sexuality, and the fall of the Tokugawa government. Assigned materials will include government documents, intellectual treatises, autobiographies, literature, and films.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a final paper (10 pages) or self-scheduled final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 25-30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 217 (D2) HIST 217 (D2) ASST 217 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 218 (F) From Crises to Cool: Modern Japan, 1850s-Present**

**Cross-listings:** ASIA 218 HIST 218

Primary Cross-listing

Stunning revolutions, the construction and collapse of an empire, the waging of wars, devastating defeat and occupation by a foreign power, and postwar economic ups and downs have marked Japan's modern experience. This course will explore how various Japanese people from factory workers and farmers to politicians and intellectuals have understood, shaped, and lived the upheavals from the 1850s through the present day. And it will examine how the country of Japan as well as individual Japanese people have defined the identities and meanings of "modern Japan." We will ask why a modernizing revolution emerged out of the ashes of the early modern order; what democracy and its failures wrought; how world war was experienced and what legacies it left in its wake; and how postwar Japan has struggled with the successes and costs of affluence. Materials will include anthropological studies, government documents, intellectual treatises, fiction, films, and oral histories.

**Class Format:** lecture and discussion

**Requirements/Evaluation:** class participation, response papers, two short papers (5 pages), and a self-scheduled final exam or research paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors/prospective majors or Asian Studies concentrators/prospective concentrators

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 218 (D2) HIST 218 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Not offered current academic year

### **HIST 220 (S) History and Society in India and South Asia: c. 2000 to 1700s CE**

**Cross-listings:** HIST 220 ASIA 222

Primary Cross-listing

This course is an introduction to the history of India and South Asia from prehistoric times to the emergence of early modernity. During these centuries, the subcontinent emerged as one of the most diverse and complex regions of the world, as it continues to be even today. The course will cover the period between the rise of the urban Indus Valley civilization to the end of the Mughal Empire and will address topics such as the origins and development of the caste system and 'Hinduism', society and culture in the great epics like the *Ramayana*, the beginnings of Jain and Buddhist thought, politics and patronage under Islamic polities, the formation of Mughal imperial authority through art, architecture and literature, among others. Through the study of social processes, the course will focus on the diversity and connectedness that have defined the subcontinent throughout its history. It will also consider the role of history in the region and how a number of events from the past continue to inform its present.

**Class Format:** Lecture-discussion

**Requirements/Evaluation:** class participation, reading responses, 2 essays, mid-term and a final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** History Majors, and anyone interested in South Asian history before colonialism

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 220 (D2) ASIA 222 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 221 (S) South Asia: Colonialism to Independence, 1750-1947 CE**

**Cross-listings:** HIST 221 ASIA 221 GBST 221

#### **Primary Cross-listing**

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians' struggle for independence, and the Partition of India and Pakistan. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

**Class Format:** This class will also have a small discussion component.

**Requirements/Evaluation:** class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** history majors if the the class is overenrolled.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 221 (D2) ASIA 221 (D2) GBST 221 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Aparna Kapadia

### **HIST 222 (S) Greek History**

**Cross-listings:** HIST 222 CLAS 222

#### **Secondary Cross-listing**

Ancient Greece has been thought to embody the origins of Western civilization in its institutions, values, and thought; it has been seen as the infancy of modern society, with the attributes of innocence, purity, and the infant's staggering capacity for exploration and learning; it has been interpreted as an essentially primitive, violent culture with a thin veneer of rationality; and it has been celebrated as the rational culture par excellence. The study of ancient Greece indeed requires an interpretive framework, yet Greek culture and history have defied most attempts to articulate one. We will make our attempt in this course by investigating ancient Greece as a set of cultures surprisingly foreign to us, as it so often was to its own intellectual elite. But we will also come to appreciate the rich and very real connections between ancient Greek and modern Western civilization. The course will begin with Bronze Age-Greece and the earliest contacts with eastern cultures, and will conclude with the spread of Greek influence into Asia and the transformation of Greek culture through the conquests of Alexander the Great. We will explore topics such as the aristocratic heritage of the city-state, the continuous influence of contacts as well as conflicts with non-Greeks, the effects of pervasive war on Greek society, the competitive spirit in political and religious life, the relationship of intellectual culture to Greek culture as a whole, Greek dependence on slavery, and the diversity of political and social forms in the Greek world.

**Class Format:** discussion

**Requirements/Evaluation:** contributions to class discussions, occasional short-writing exercises, a midterm, a final exam, and a medium-length essay.

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Enrollment Preferences:** Students majoring in Classics, History, and Art History, first-year students and sophomores.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 222 (D1) CLAS 222 (D1)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 223 (S) Roman History**

**Cross-listings:** CLAS 223 HIST 223 LEAD 223

Secondary Cross-listing

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

**Requirements/Evaluation:** Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

**Prerequisites:** None; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 224 (F) Introduction to Medieval Europe**

This course traces the development of European societies from the collapse of the Western Roman imperial order in the fifth century CE to the rise and consolidation of powerful monarchies by the fifteenth century: a foundational period in European history. Along the way, we will confront many of the paradoxes that make medieval history so compelling. How did political fragmentation coexist with the spread of an increasingly uniform, Latin

Christian culture? How was that same Christian culture mobilized to support both hierarchy and popular resistance to hierarchy, both early capitalism and voluntary poverty? As we encounter the medieval world through the men and women who lived in it, we will read the writings of saints and heretics, poets and lawyers, merchants and mystics. Though Western Europe will be our focus, we will also examine how Western European Christians defined themselves, in part, through their relationships with their neighbors in the Islamic and Byzantine worlds, and with internal religious minorities, such as the Jews. By the end of the course, students will appreciate how the socio-economic and intellectual legacy of the Middle Ages profoundly shaped the subsequent history not only of Europe, but the world.

**Requirements/Evaluation:** Attendance and participation, weekly reading responses or short in-class quiz, two short papers, and a final exam.

**Prerequisites:** None

**Enrollment Limit:** 40

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Joel S. Pattison

### **HIST 226 (S) Early Modern Europe**

The three hundred years from the late Middle Ages to the French Revolution were Europe's formative centuries: they saw the emergence of the Renaissance and the Reformation, the outbreak of the Wars of Religion, the colonization of the Americas and intensification of trade in Asia, the Scientific Revolution and the Enlightenment. Through these historical experiences, European culture developed an identity distinct from its Christian one, as well as peculiar political and economic forms that ended up shaping the modern world. This course will examine such topics as the revival of classical letters, the formation of the modern state, urban and courtly culture, and religion and unbelief. Although the "early modern" era is profoundly different from our own, it remains crucial to any interpretation of the world in which we live today. Readings will emphasize primary sources and include such authors as Machiavelli, Montaigne, Hobbes, Aphra Behn, Voltaire, and Mary Wollstonecraft.

**Requirements/Evaluation:** Attendance and active participation; map quiz; two 5-page papers; midterm and final exam.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 40

**Enrollment Preferences:** History majors or prospective majors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Alexander Bevilacqua

### **HIST 230 (F) Modern European Jewish History, 1789-1948**

**Cross-listings:** HIST 230 JWST 230

#### **Primary Cross-listing**

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies,

Jewish-gentile relations, the rise of modern antisemitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and fiction.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two papers, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish studies concentrators, first-years, sophomores

**Expected Class Size:** 10-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 230 (D2) JWST 230 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Not offered current academic year

### **HIST 232 (S) Twentieth-Century Europe: Nationalism, War, and Empire**

This course is a survey of twentieth-century Europe. While providing students with a historical basis for understanding the continent's social, political, and cultural changes, this course pays attention to two interrelated phenomena: first, the process by which Europe went from being a constellation of empires to one of nation-states; second, the heterogeneous ways in which Europe's residents participated in the making -- and then the remaking -- of modern Europe. 2023 marks the thirtieth anniversary of the European Union. This course provides students with a historical framework for understanding how and why Europe's residents rallied around this project of European integration and did so after having lived under imperial and national formations.

**Requirements/Evaluation:** Class participation, a midterm and final, and one 5-7-page paper

**Prerequisites:** None; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** Preference will be given to seniors and juniors if the class is overenrolled

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Charlotte A. Kiechel

### **HIST 239 (F) Germany in the Twentieth Century**

This course is designed to introduce students to the history of the twentieth-century Germany as experienced and made by ordinary human beings through written documents, literature, film, and the writings of historians and other scholars. Topics to be considered include: the bourgeoisie and the working classes in the Kaiserreich; Germany at the outbreak of World War I; the experience of war and its aftermath; the hyper-inflation of 1923; the commitment of Germans to democracy during the Weimar Republic; the mood in Germany at the beginning of the 1930's; the coming to power of the National Socialists; the ideology of National Socialism; the "Volksgemeinschaft"; the Nazi image of the Jew; the "Final Solution"; World War II on the battlefield and on the home front; the West German "Economic Miracle"; divided Germany in the 1970s and 1980s; life in the German Democratic Republic; the "Historians' Debate"; and Germany after the Wall.

**Class Format:** discussion

**Requirements/Evaluation:** active and effective participation in class discussion, three interpretive essays, and a number of pop quizzes

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** Preference will be given to seniors and juniors if the class is overenrolled.

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Elective Courses

Not offered current academic year

### **HIST 242 (F) Latin America From Conquest to Independence**

This course will examine the processes commonly referred to as the creation of "Latin America" and will do so from numerous perspectives. Starting with the construction of indigenous societies, from small and decentralized groupings to huge imperial polities-, before 1492, to the invasion of Europeans from that date forward, we will take up the question of the Iberian "conquest," looking at the often violent encounters that made up that event and analyzing its success, limits, and results. We will then study the imposition of Iberian rule from the point of view of would-be colonizers and the peoples they treated as objects of colonization, stressing the multiple and conflicting character of European, indigenous, and African perspectives. Thus looking at the Americas from both the outside-in and inside-out, we will focus on the unequal relations of power that came to define cultural, political, and economic life in the colonies, always with an eye on the gendered and racialized nature of those relations. We will also not only compare very different regions of the Iberian Americas but also see how the grand shifts of history intervened in--and perhaps consisted of--the most normal elements of daily life in northern Mexico, the central Andes, coastal Brazil, and other parts of colonial Latin America. Visual as well as more traditional written primary materials, along with secondary texts and films, will serve as the basis for our discussions throughout the semester.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two short papers (4-5 pages), and a take-home final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)**

**Cross-listings:** AMST 254 HIST 254 LEAD 254

Primary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

### **HIST 255 (F) From Sand Creek to Standing Rock: Recent Native American Histories (DPE)**

This course surveys Native American/Indigenous histories from the era of the U.S. Civil War to the present as well as future, centering community voices, scholarship, and interpretations. Beginning with Sand Creek and the violences experienced by Native communities in 1864, it traces how diverse Native nations navigated the tumultuous times that followed, up to recent protective actions at Standing Rock and Mauna Kea in the 21st century. Topics include treaty-making and diplomacy; creation and contestation of reservation systems; connections with African-American families and communities; residential school experiences of Native youth and families; Indigenous visual and performative artistic traditions and transformations, both in North America and abroad; urban relocation policy and experiences; Red Power activism and Indigenous internationalism; treaty rights activism and federal recognition debates; environmental interventions and food sovereignty movements; and critiques of settler colonialism. The course stresses the resilience of sovereign Indigenous nations into the present, and introduces students to a wide range of methodological approaches from Native American and Indigenous Studies and history. It blends big-picture vantages on these topics with microhistorical accounts of particular individuals, communities, and events, and offers a continental view of historical changes coupled with attention to the specific area of the Native Northeast--Stockbridge-Munsee Mohican homelands--in which Williams College is situated.

**Requirements/Evaluation:** class discussion, reading responses, short analytic essays, archival/object analysis, final essay/project

**Prerequisites:** Hist/AmSt 254: Native American Histories to 1865 is good preparation for this course, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** History and American Studies majors; then first- and second-year students from any major

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on Native American/Indigenous experiences in North American and transnationally, and offers immersion in critical perspectives on settler colonialism and U.S. law and practice, and well as introduction to methodologies in Native American and Indigenous Studies.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 Cancelled

### **HIST 257 (F) Religion and American Politics**

**Cross-listings:** REL 217 HIST 257

**Secondary Cross-listing**

In this course, students will explore the history of religion and American politics, from the colonial era to the present. In the process, they will tackle such questions as: Were Anglo-American colonies 'cities on a hill' or bastions of intolerance? Was the First Amendment designed to protect the state from religion, or religion from the state? Has American religion primarily served to justify the *status quo* or inspire revolutionary change? How have religious ethics shaped responses to racial, gender, and class inequality? How has religious conflict impacted civic unity and political polarization? What role *should* religion play in American political life? The course will cover such topics as: Anglo-colonial treatment of heretics and blasphemers; the meaning of the First Amendment; religious conflict over slavery; state regulation of sexuality and polygamy; state treatment of religious minorities; the Scopes Trial and scientific modernity; Christian responses to industrial capitalism; theologies of civil disobedience and nonviolence; and 20th-century religious battles over school prayer, civil rights, the military draft, abortion, and democracy itself.

**Requirements/Evaluation:** Class participation; five informal response papers (350-450 words); two unit papers (4-6 pages); final paper (8-10 pages).

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 20

**Enrollment Preferences:** Religion and History majors, in order of descending seniority.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 217 (D2) HIST 257 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 258 (S) The Petroleum Age: A Global History**

We live in a world transformed by petroleum. All around us today--in global carbon emissions, transportation, the clothes we wear, everyday objects we touch, microplastics in our water--oil is there, even if we can't always see it. At the same time, the industry fuels massive flows of global capital, and provokes critical political shifts, conflicts, and resistance movements around the world. How did oil's ubiquity happen in just over 150 years? This course will chart a global, modern history by keeping this energy source always in our sight, paying particular attention to its role in the political economy, its ecological impacts, the cultural changes it has set in motion, and its place in people's material lives. Throughout the semester, we will also foreground some of the foundational skills needed to create an historical account, which will culminate in students' completing a 5-minute video or podcast on a relevant topic of their choice.

**Class Format:** While this class will include brief lectures, it will largely revolve around discussion. Students do not need any experience in making videos or podcasts to enroll in the class.

**Requirements/Evaluation:** participation; two short graded essays (3-5 pages); two short ungraded essays (2-3 pages); short research assignments (1 page each, ungraded); final video or podcast project (graded); 24-hour take-home exam.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomores and first-years

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group G Electives - Global History

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

### **HIST 261 (S) America and the Cold War**

**Cross-listings:** HIST 261 PSCI 262 LEAD 262

Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** one medium length paper, an in-class midterm and final exam, and a series of short assignments

**Prerequisites:** none; PSCI 202 is recommended but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 261 (D2) PSCI 262 (D2) LEAD 262 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

### **HIST 263 (F) The United States and the World, 1898-2001**

This survey course examines the United States and the World from 1898-2001. Students will be introduced to key diplomatic developments from the Spanish-American War to the War on Terror with attention to ideological, political, cultural, military, and economic forces. Topics will include American imperialism and anti-imperialism, the emergence of U.S. cultural and economic hegemony in the interwar years, WWII and the origins of the Cold War, the Soviet-American rivalry in Europe and on the periphery, nuclear policy, the Vietnam War, late-Cold War diplomatic reconfigurations, the rise of political Islam, the collapse of the Soviet Union and its aftermath, and the events surrounding 9/11. By engaging with a range of primary and secondary source readings, students will examine how Americans historically have made sense of their nation's role in the world, and how historians explain important aspects of U.S. foreign policy.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, pop quizzes, short papers, a midterm exam, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first- and second-year students, then History majors

**Expected Class Size:** 25-30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Jessica Chapman

### **HIST 264 (S) Environmental History**

**Cross-listings:** ENVI 229 HIST 264

Secondary Cross-listing

This course is an introduction to Environmental History: the study of how people have shaped environments, how environments have shaped human histories, and how cultural change and material change are intertwined. As such, it challenges traditional divides between the humanities and the

sciences. Taking U.S. environmental history as our focus, we will strive to understand the historical roots of contemporary environmental problems, such as species extinction, pollution, and climate change. We will take field trips to learn to read landscapes for their histories and to examine how past environments are represented in museum exhibits, digital projects, and physical landscapes. And we will develop original arguments and essays based on archival research. It is imperative that we understand this history if we are to make informed and ethical environmental decisions at the local, national, and global scale.

**Class Format:** with field trips

**Requirements/Evaluation:** several short essays; final research project

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Environmental Studies majors and concentrators; History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 229 (D2) HIST 264 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **HIST 265 (F) Race, Power, & Food History (DPE)**

**Cross-listings:** HIST 265 ENVI 246 AMST 245

#### **Secondary Cross-listing**

Have you ever wondered why Spam is so popular in Hawaii and why Thai food is available all across the United States? Are you curious why black-eyed peas and collards are considered "soul food"? In this course, we will answer these questions by digging in to the histories of global environmental transformation through colonialism, slavery, and international migration. We will consider the production and consumption of food as a locus of power over the last 300 years. Beginning with the rise of the Atlantic slave trade and continuing through the 20th century, we trace the global movement of plants, foods, flavors, workers, businesses, and agricultural knowledge. Major units include rice production by enslaved people in the Americas; Asian American food histories during the Cold War; and fat studies critiques of obesity discourse. We will discuss food justice, food sovereignty, and contemporary movements for food sustainability in the context of these histories and our contemporary world. Readings are interdisciplinary, but our emphasis will be on historical analyses of race, labor, environment, health, and gender.

**Requirements/Evaluation:** two to three papers on assigned topics (4-6 pages); one longer final paper (8-10 pages); participation in discussion and online activities

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators; American Studies majors; Public Health concentrators; history majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 265 (D2) ENVI 246 (D2) AMST 245 (D2)

**Difference, Power, and Equity Notes:** This course considers the production and consumption of food as a locus of power over the last 300 years, and contextualizes current movements for food justice and sovereignty in light of those histories. Students will have opportunities to reflect on questions of power, privilege, and racism in contemporary food movements. Our final unit focuses on challenges to critical food studies from fat liberation and body positivity

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities HIST

Not offered current academic year

### **HIST 266 (F) The Roaring Twenties and the Rough Thirties**

**Cross-listings:** AMST 267 HIST 266

#### **Primary Cross-listing**

This course will probe the domestic history of the U.S. from 1919 to 1939 and the cultural, economic, political, and social changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping responses to change; and the evolving diversity of America and the American experience.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two short response papers and will complete an interpretative essay (5-7 pages) focused on art from the WPA Federal Art Project.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** HIST and AMST majors as well as students with demonstrated interest in the material

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 267 (D2) HIST 266 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 270 (F) Sport and the Global Color Line (DPE)**

**Cross-listings:** LEAD 270 HIST 270 AFR 270

#### **Primary Cross-listing**

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

**Prerequisites:** None.

**Enrollment Limit:** 40

**Enrollment Preferences:** Open to all students with completion of course admission survey if overenrolled.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 270 (D2) HIST 270 (D2) AFR 270 (D2)

**Difference, Power, and Equity Notes:** This course will prompt students to evaluate the commercialization and commodification, perceptions and

portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

### **HIST 273 (F) Going Nuclear: American Culture in the Atomic Age**

**Cross-listings:** SOC 224 HIST 273

#### **Secondary Cross-listing**

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

**Requirements/Evaluation:** a midterm, a final exam, and a 10- to 12-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to sociology and history majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 224 (D2) HIST 273 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 274 (F) Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/(Re)possession**

**Cross-listings:** ENVI 247 AMST 234 AFR 234 HIST 274

#### **Secondary Cross-listing**

This sequential studio course serves as an introduction to ongoing topics in colonialism, racial thinking, African Diaspora studies, Global, Caribbean, and local studies. We will examine how race, gender and class operate under racial capitalism and settler colonialism. The readings in this class will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, Indigenous theorists, among other critical, anti-capitalist or decolonial scholars. Reading in this course will take up the question(s) of land and land-making; race, racialization, and racial thinking; alongside questions of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession. This course is the first part of a complementary course, which will be offered in the Spring, titled, "Race, Land, Space and (Dis)/(Re)possession: Critical Topics in Environmental Injustice and Subaltern Geographies," which tracks both the "historical breaks" and ongoing processes of (dis)/(re)possession to more contemporary materializations. Weekly in-class discussion will be combined with guest lectures in order to provide the opportunity for exploring how race, space and (dis)/(re)possession can be understood geographically, and to also explain how a range of these territorializing processes operate in the transnational and local contexts. Those who take this studio course can expect to be actively engaged in directing their learning experience through research/final creative projects of their own selection. Sound, music and other audio engagements will also complement discussions in this course. Therefore, the capacity of deep listening, in-and-out of class, is mandatory. Sample topics covered in the course include the following: indigeneity and Blackness; dispossession and accumulation; environmental imperialism, war and colonial resistance. You are strongly encouraged to participate in both courses in this complementary sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 247 (D2) AMST 234 (D2) AFR 234 (D2) HIST 274 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Fall 2022

STU Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

### **HIST 275 (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies**

**Cross-listings:** AFR 235 AMST 235 GBST 235 HIST 275 ENVI 253

#### **Secondary Cross-listing**

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of 'the environment,' and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)/(re)possession, both "past" and "contemporary." We will interrogate temporal binaries, settler time, notions of [the] "progress(ives)" and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, "Race, Land and Settler (Racial) Capitalism," which focuses on the historical geography of processes of (dis)/(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 235 (D2) AMST 235 (D2) GBST 235 (D2) HIST 275 (D2) ENVI 253 (D2)

**Attributes:** HIST Group D Electives - Latin America + Caribbean HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History  
LATS Countries of Origin + Transnationalism Elect

Spring 2023

### **HIST 276 (S) Stockbridge-Munsee Mohican Community Histories, Presents, and Futures (DPE)**

The ancestral and continuing homelands of the Stockbridge-Munsee Mohican Community (SMC) are where Williams College is located, a fact that the institution formally recognized in Fall 2021 through a land acknowledgment. This was one step toward building more meaningful relations between the College and the sovereign tribal nation, which has been displaced through violent, painful processes directly shaped by the Williams family, while also maintaining enduring relations with these homelands. This course addresses needs to continue work of learning and repair by "educating beyond the land acknowledgment." It centers SMC experiences, knowledge, and goals, and provides space for students to work on projects directly meaningful for the community, including the Tribal Historic Preservation Office (THPO) that is based locally through an official partnership with the college. It will have strong collaborative and experiential components, plus ethical commitments to highlighting the tribal nation's active forms of stewardship, knowledge-keeping, and intellectual as well as political sovereignty. The exact shape of the syllabus and projects will be determined in close conversation and collaboration with the Stockbridge-Munsee Community. Depending on goals/interests, potential areas of focus might include SMC homelands; archaeological research and its importance for place-stewardship; political sovereignty, governance, and leadership; histories and impacts of European colonialism among SMC people; SMC traditions of diplomacy and peacemaking; strategic uses of archives and documents in protecting community wellbeing and resisting dispossession; the "Many Trails" of forced removal westward; establishment of the SMC in Menominee homelands; 20th and 21st-century experiences, knowledge-keeping, and continuing connections with eastern homelands; repatriation of ancestors and belongings; language revitalization, Land Back, education, and economic sovereignty; and other topics.

**Requirements/Evaluation:** The focus of this seminar is experiential, collaborative, and community-based learning and project work. Seminar meetings will include discussion of readings/multimedia (especially works produced by SMC members), and meetings and dialogues with community members (in person or virtually as schedules and COVID permits). Class members' active, engaged participation in trips to area places of significance will be essential components as well. In small groups class members will work on projects of significance for the SMC, and may share out their work at the end of the term in multiple forms.

**Prerequisites:** Open to all students. If the course over-enrolls, students may be asked to share a brief statement of interest.

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course over-enrolls, first- and second-year students will have preference.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course is a collaboration with the Stockbridge-Munsee Mohican Community that foregrounds community knowledge, projects, and goals. It offers students grounding in topics and methods specific to the SMC as well as in Native American and Indigenous Studies. It also presents critical perspectives on settler colonialism and its historical as well as ongoing impacts.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Christine DeLucia

### **HIST 280 (S) Emancipation to BlackLivesMatter**

**Cross-listings:** AFR 280 HIST 280 LEAD 280

**Primary Cross-listing**

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

**Class Format:** Class will be a mix of lecture/seminar

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a questionnaire.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 280 (D2) HIST 280 (D2) LEAD 280 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Tyran K. Steward

### **HIST 281 (S) African American History, 1619-1865**

**Cross-listings:** AFR 246 HIST 281

#### **Primary Cross-listing**

This course provides an introduction to the history of African Americans in United States during the colonial, early republic, and antebellum eras. The experience of enslavement necessarily dominates this history, and it is the contours and nuances of slavery-and the development of racial classifications-that give this course its focus. We will also explore African cultural influences, the significance of gender, the lives of free blacks, and the cultural and intellectual significance of the abolitionist movement. The course closes on the themes that emerge from the Civil War, and on the meaning of freedom and emancipation. Our readings will include primary sources and secondary literature. Class meetings will combine lecture and discussion. Informed participation in class discussion is essential. This Power etc course explores the experiences and expressions of the culturally diverse peoples of African descent in the New World (and the Old), as well as the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. and/or European hierarchies of race, culture, gender and class.

**Requirements/Evaluation:** class discussion, short informal writing assignments, three formal papers from 3-7 pages, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 246 (D2) HIST 281 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

### **HIST 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

#### **Secondary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan

and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on immigration and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping immigration, destinations, and the formation of Latinx working-class communities. Immigration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format.

**Requirements/Evaluation:** Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

## **HIST 292 (F) History of Sexuality**

**Cross-listings:** REL 241 HIST 292 GBST 241 WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 241 (D2) HIST 292 (D2) GBST 241 (D2) WGSS 239 (D2)

**Attributes:** HIST Group G Electives - Global History

**HIST 296 (S) Human Rights and National Security: Seeking Balance in the United States**

**Cross-listings:** LEAD 296 HIST 296

**Primary Cross-listing**

This course will ask if ensuring collective security and preserving individual rights are inherently contradictory or if they may, in fact, be mutually reinforcing. Focusing on developments and issues within the United States since its founding, the class will explore how Americans have sought to reconcile concerns about national security and a broad array of rights in the past, and the implications of this history for contemporary debates. The course will challenge students to consider how debates over national security and rights have reflected broader partisan divides and served diverse political objectives. Moreover, students will explore how these debates reflected competing visions of national identity and purpose, and question how and why the costs of security measures disproportionately burdened people based on race and religious identification. The course will initially survey these issues through a historical lens, demonstrating how questions of security and rights have been present since the nation's founding. It will draw on key moments in U.S. history to explore issues of foreign subversion, dissent, surveillance, habeas corpus, presidential power in times of war, and border security and immigration. Familiarity with historic precedents will ensure that students are prepared to grapple with a closer examination of contemporary studies of refugees and immigration; cybersecurity and surveillance; domestic terrorism and hate crimes; and counter-terrorist detention and interrogation. Students will be assessed on participation, short writing assignments, and a group podcast project.

**Requirements/Evaluation:** Students will be assessed on participation, short writing assignments, and a group podcast project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Priority to History and LEAD students

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 296 (D2) HIST 296 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Vanessa Walker

**HIST 301 (S) Approaching the Past: Practices of Modern History**

What is history? What is it that historians do? In this course, students will explore how and why we historians practice our craft. The first section of the course will examine how historians think about and come to know the past. Issues of historical truth, fact, and objectivity will be considered. And we will discuss what questions to ask of different types of evidence, from material objects to oral histories. Next, we will explore how historians attempt to make sense of the past. We will consider the perspectives, scale, and categories of analysis that historians can bring to bear on the past, and how history can be written. Finally, the third section of the course will pose questions about the purposes, uses, and misuses of history. We will ask how historians might engage with those outside of academe; what moral and political responsibilities historians should assume; how history is related to memory making; and why history education has been so contentious. Each week, we will focus on some theoretical material as well as readings on a broad range of topics, across time and geography, that concretely illustrate the methodological issues at stake.

**Requirements/Evaluation:** class participation, response papers (500 words), two practicums/short essays (5 pages), and a final project (10 pages)

**Prerequisites:** restricted to HIST majors and sophomores planning to major in HIST

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **HIST 301 (S) Approaching the Past: Varieties of Historical Thinking**

This course is designed to acquaint students with some of the ways historians have thought about the past. Beginning with Thucydides' *The Peloponnesian War*, the work of twelve historians will be studied closely and critically over the course of the semester. In the process, students not only will become familiar with various important historical approaches but will also be encouraged to examine their own assumptions about the past and about how and why--or even if--we know it. We will meet weekly to define, understand, and assess the different ways historians considered in the course have thought about the past.

**Requirements/Evaluation:** in preparation for class discussion, students are required to produce a one-page reader response to the assigned reading each week, which will form the basis for class discussion. The student's grade is based on these reader responses and participation in class discussion.

**Prerequisites:** restricted to History majors and sophomores committed to majoring in History

**Enrollment Limit:** 15

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **HIST 301 (F) Approaching the Past: National, Transnational, and Postcolonial Histories**

This course examines the practice of history from the nineteenth century to the present. We will examine the sources, methods, and theoretical assumptions that have shaped the historical craft in this period, as well as the deeper questions that all historians must confront, implicitly or explicitly: What is "history"? Who makes it and how? How do these questions figure into histories of nations, colonialism, and anti-colonialism? To address these issues, we will discuss the work of canonical and non-canonical historians from across the world, and from outside as well as inside the academy. The particular focus will be on the production of history from the rise of the nation-state through the spread of new imperialisms in the late nineteenth century and on to the emergence of the "Third World," decolonization, and the "new globalization" over the course of the twentieth century. In weekly meetings we will analyze texts and how their authors define historical subjects/actors and processes, as well as the meanings of history for different audiences and eras.

**Requirements/Evaluation:** class participation, 10 short (2-page) papers, final presentation

**Prerequisites:** restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** senior, then junior, History majors

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: E1 TR 11:20 am - 12:35 pm Roger A. Kittleson

### **HIST 301 (F) Approaching the Past: The Historian's Task**

What is the historian's task? In this seminar we will consider a variety of answers to this question by looking at how historians have practiced their craft from antiquity to the present. In the first half of the course, we will read historians from across the globe to see how the study of the past has differed across human societies from antiquity until the nineteenth century. What do their approaches have in common, and what distinguishes them? In the second half of the course we will investigate the modern historical tradition from the early twentieth century to the present, including the Annales school, economic and environmental history, microhistory, and subaltern studies. Throughout, we will discuss what lessons we can draw for our own practice as historians. Authors to be read include Herodotus, al-Mas'udi, Ranke, Bloch, Guha among others.

**Requirements/Evaluation:** Attendance and active participation, two short (5-7 pp.) papers, in-class presentations, final research proposal and

bibliography, and a longer (10-12 pp.) final research paper.

**Prerequisites:** Restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** The course is designed for junior and senior History majors; sophomores may enroll with instructor consent.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: D2 MR 1:10 pm - 2:25 pm Alexander Bevilacqua

### **HIST 301 (S) Approaching the Past: The Use and Abuse of History**

Is history, like beauty, in the eye of the beholder? What is history and who gets to decide? How and where is history consumed and by whom? This course examines the use and abuse of history from the early twentieth century to the present especially how history has been impacted by the digital sphere (tv, films, social media), the rise of nationalism and the processes of globalization. First, students will grapple with what constitute notions of truth, objectivity and facts and how terminology has changed over the last 100 years. Next, we will evaluate various influential methodological trends that have impacted how history has been written and consider what was said and left unsaid, which perspectives were privileged and whose voices were marginalized. Finally, we will analyze the state of history today and how it appears in people's daily lives and especially how history is used and abused in public discourse on various media platforms. How is historical memory formed today?

**Requirements/Evaluation:** Class participation, oral presentations, several short (3-4 page) papers, and a final project.

**Prerequisites:** Restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior then junior History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group G Electives - Global History

Spring 2023

SEM Section: M2 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

### **HIST 301 (S) Approaching the Past: Contemplating American Power**

Historians have long debated how best to approach the study of U.S. "diplomatic history," which is now often subsumed under the more capacious descriptor "The United States and the World." In the 1960s, prevailing orthodox interpretations of American power--often patriotic and elitist--gave way to challenges from New Left revisionist historians who focused largely on economic motives for American imperialism. By the 1970s, however, the once dominant historical field of diplomatic history was beset by a sense of crisis; its practitioners consumed with anxiety over their marginalization in a discipline that embraced social and cultural theories that that seemed to render the narrow study of Western white men in power increasingly obsolete. For the past half-century, historians of American foreign relations have engaged in a sustained and ever-shifting debate, not only about the nature of American power, but over what can and should be included within the field's parameters. Today, annual meetings of the Society for American Foreign Relation--and its marquee journal, *Diplomatic History*--feature scholarship ranging from "traditional" approaches to those centered on gender, sexuality, race, cultural exchange, emotion, environmental studies, sports, music, and more. Yet, debates still rage about whether this broadening has enriched the study of American power, or diluted it to the point of meaninglessness while discouraging young scholars from pursuing critical research on high-level diplomacy. In this course, we will grapple with key historiographical schools and critical debates, and assess the current state-of-the-field of diplomatic history.

**Requirements/Evaluation:** Participation, short papers, presentations, and a longer final paper

**Prerequisites:** Restricted to History majors and sophomores planning to major in History

**Enrollment Limit:** 19

**Enrollment Preferences:** This course is designed for junior and senior History majors; sophomores may enroll with instructor consent

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: B1 MR 1:10 pm - 2:25 pm Jessica Chapman

### **HIST 302 (F) Islamic Law: Past and Present**

**Cross-listings:** ARAB 243 WGSS 243 REL 243 HIST 302

#### **Secondary Cross-listing**

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

**Requirements/Evaluation:** weekly responses, four 2- to 3-page essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

**Not offered current academic year**

### **HIST 303 (S) Food in the Middle East: A History (DPE)**

**Cross-listings:** ARAB 303 HIST 303

#### **Primary Cross-listing**

In this course we examine the rich culinary history of the Middle East first among the three major religions in the region (Judaism, Christianity, and Islam), then during the time of major Islamic Empires such as the Abbasids and Ottomans, and finally in the modern period. Using an array of primary and secondary sources, we explore the social, religious, literary, and economic place of food. We will study the consumption of an attitudes toward specific foodstuffs, gauging the medicinal and culinary value of spices, the historical taboos against drinking coffee and alcohol, and the dispute over various dishes within modern nationalist constructions. We will also investigate how Middle Eastern peoples from different ethnic, geographic, and religious backgrounds have historically used food to express their distinct cultural, national, and gendered identities.

**Requirements/Evaluation:** attendance, participation, map exercise, leading discussion, 3 short essays, final paper/research project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 303 (D2) HIST 303 (D2)

**Difference, Power, and Equity Notes:** This course explores a variety of themes within Middle Eastern food history and their implications to different religious communities, genders, and/or socio-economic groups, across a large swath of time. Students will be asked to explore these topics in class discussions and writing assignments, using multiple comparative perspectives.

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

Not offered current academic year

**HIST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)**

**Cross-listings:** AFR 335 ENVI 304 GBST 304 HIST 304

Primary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of de-forestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**Requirements/Evaluation:** Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 335 (D2) ENVI 304 (D2) GBST 304 (D2) HIST 304 (D2)

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**HIST 305 (S) A History of Health and Healing in Africa (DPE)**

**Cross-listings:** HIST 305 AFR 304 GBST 305

Primary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how

they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequalities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Not offered current academic year

**HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

Secondary Cross-listing

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

### **HIST 307 (F) To Die For? Nationalism in the Middle East (DPE)**

**Cross-listings:** HIST 307 ARAB 307

#### **Primary Cross-listing**

In 1932, or twelve years into his rule and twelve years after the establishment of Iraq, King Faysal I lamented that there were "no Iraqi people but only unimaginable masses of human beings, devoid of any patriotic idea, imbued with religious traditions and absurdities, connected by no common tie." This course will consider how true the King's statement still holds by evaluating the various attempts at state and nation building in the modern Middle East. Some of the more prominent questions that this course will examine include: What is a nation? What are the essential characteristics of a nation? Who are a people? Why are people ready to die for the nation? And who is included and excluded in the nationalist narrative? After assessing some of the more influential theories of nationalism, we will explore the historical experience of nationalism and national identity in Egypt, Israel, Turkey, Iran, and Iraq. What has been at the basis of nationhood? How did European concepts of nation translate into the Middle Eastern context? What was the role of religion in these modern societies? How do traditional notions of gender effect concepts of citizenship? We will also explore some of the unresolved issues facing the various nations of the Middle East, such as unfulfilled nationalist aspirations, disputes over land and borders, and challenges to sovereignty.

**Requirements/Evaluation:** There will be several options to fulfill the requirements of this course including a weekly journal, oral exam or a final research paper (12-15 pages).

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** History and Arabic Studies majors, seniors, and students with a demonstrated interest in the Middle East.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 307 (D2) ARAB 307 (D2)

**Difference, Power, and Equity Notes:** This course examines the power of the state to decide who is included and not included in the nationalist narrative. How does it seek to promote unity and how does it explain differences within and outside of society? Though nationalism can be a very powerful unifying factor, this course will also consider examples where nationalism has the opposite effect.

**Attributes:** HIST Group E Electives - Middle East

**Not offered current academic year**

### **HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History (DPE)**

Soldiering is one of the oldest professions in African history. Throughout the continent's long history, ordinary soldiers have risen to become kings, queens, presidents, and held other positions of significance. Soldiers in African history have hailed from diverse backgrounds, ranging from the enslaved to those from the nobility. Notable soldiers in African history have been both men and women. Certainly, in Africa as in other world regions there is a tendency to associate the military profession with men. Yet, there have been famous female military warriors in African history, some of the

most famous ones being Queen Nzinga in the seventeenth century; the all-female military units in the kingdom of Dahomey, known for their rigor and being effective fighters; and, more recently, Alice Lakwena who commanded a rebellion that nearly brought down the Ugandan government in the late twentieth century. Some of the other themes which we will explore include how warfare was organized from the precolonial era to more recent times; the impact of changing technologies on warfare and the everyday life of armed soldiers; colonial conquest and the soldiers who fought for Europeans and those who resisted; recruitment criteria during the colonial period, and colonial military identities; service in the military as labor and rebellions and mutinies over pay and work conditions; the army and nationalism. Throughout the course we will challenge the enduring Western image and stereotype of Africa as a violent place by focusing on a) the changing conditions that have pushed individuals and communities to go to war, and b) by examining how Africans have initiated and resolved conflict. Students will analyze a variety of resources including soldiers' biographies, films, oral traditions, and archival sources that will help them to come up with their own arguments about the role of the soldiers and the military in Africa.

**Requirements/Evaluation:** active participation in discussion, map quiz, response papers, a short analytic paper (3-5 pages), presentation, and one research paper (8-12 pages).

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies

**Expected Class Size:** 20

**Grading:**

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the critical questions of how and why Africans have waged military campaigns, and how they have inspired others to join them. From the pre-colonial era to the present, all forms of military action in Africa were in many respects expressions of societal imbalances based on ethnicity, race, gender, generation, and class.

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **HIST 312 (S) The Mughal Empire: Power, Art, and Religion in India**

**Cross-listings:** GBST 312 ASIA 312 REL 312 HIST 312

**Primary Cross-listing**

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, several short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 20

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 312 (D2) ASIA 312 (D2) REL 312 (D2) HIST 312 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

**HIST 313 (F) The People's Republic: China since 1949**

**Cross-listings:** HIST 313 ASIA 313

**Primary Cross-listing**

This course provides a close examination of the six decades of the history of the People's Republic of China, from the 1949 Revolution to the present day. Through readings and discussion, we will explore the multiple political, economic, social, and cultural factors that contributed to the idealism of the "golden age" of Communist Party leadership (1949-65), the political violence of the Cultural Revolution (1966-76), the profound transformation of the Reform Era (1978-present) as well as the motors of change in China today. Course materials will include films, novels, and ethnographies, as well as secondary analyses. Please note that this is a discussion seminar and not a survey course.

**Requirements/Evaluation:** active class participation, several short papers and a final research paper

**Prerequisites:** none (HIST 213 recommended)

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior History and Asian Studies majors

**Expected Class Size:** 12-20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 313 (D2) ASIA 313 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Anne Reinhardt

**HIST 314 (F) Emperors of Heaven and Earth: Mughal Power and Art in India, 1525-1707**

**Cross-listings:** HIST 314 ARTH 314 ASST 314 ASIA 314

**Primary Cross-listing**

The Mughal dynasty ruled over most of northern India from the 16th to the 19th centuries. The Mughal Empire was the grandest and longest to rule the Indian subcontinent--much larger than any European empire in the early modern world--and it continued to have a lasting impact on South Asia. Mughals established a centralized administration with a vast complex of personnel, money and information networks. Styling themselves as 'Emperors of Heaven and Earth', the Mughal kings were also globally viewed as political innovators and unprecedented patrons of art. Their visual practices were as much a part of their imperial ideologies as their administrative and military measures. This co-taught course combines the disciplines of Art History and History to explore the intricate workings of Mughal politics and ideologies. The first of its kind to bring an interdisciplinary approach to teaching South Asia at Williams, the course asks: How did the Mughals sustain their empire for three centuries? How did they use art and politics to rule over diverse and largely non-Muslim populations? How did these Muslim imperial patrons merge Persian and Central Asian cultural values with preexisting Indian forms of administrative and artistic expression? How does Mughal culture continue to shape the South Asian imagination today? Readings will include a variety of visual and literary texts. We will delve deep into the world of biographies, travel accounts, poetry, architecture and a plethora of artworks. Students will take a hands-on approach to Mughal painting through several visits to the WCMA and a dedicated Object Lab. The primary aim of this co-taught course is to introduce students to a multifaceted picture of one of the greatest empires in pre-colonial world history. Another goal is to familiarize them with a wide range of visual and written primary sources and develop a vocabulary for 'reading' these.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4-5 short papers and a final paper

**Prerequisites:** students who have previously taken HIST312 will not be permitted to take this course; no other prerequisites

**Enrollment Limit:** none

**Enrollment Preferences:** graduating seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 314 (D2) ARTH 314 (D2) ASST 314 (D2) ASIA 314 (D2)

**Attributes:** ARTH pre-1800 Courses HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 315 (F) Minorities and the State in Modern East Asia (DPE)**

**Cross-listings:** ASIA 315 HIST 315

#### **Primary Cross-listing**

This course examines the relationships between minority peoples and the institution of the state in East Asia, focusing mostly but not exclusively on the early modern and modern periods (17th-20th centuries). We will explore the histories of the Ainu people of Japan, the "Small Peoples" of Russian Siberia, the Tibetan, Uighur and riverine communities of Mainland China, as well as the Hill Peoples of Southeast Asia. It also examines non-indigenous minority groups, such as conquest elites, mixed-race communities, and others. We will analyze how the transition to modernity, evolving understandings of race, gender, class, nation, the impact of imperialism and globalization all influenced the history of East Asian minority peoples. What, if anything, do all of these groups have in common? What do their histories reveal about the history of East Asia and of the countries in which they live? How are the lives of minority groups in East Asia changing today? What can their experiences reveal to us about the larger world? The class is structured as a reading-intensive seminar. Students will engage in and lead discussions, compose reading reaction papers and a final analytical essay. Students will be expected to use scholarly works in order to construct cogent, relevant arguments, which they will communicate both orally and in writing. Students will evaluate primary sources in order to engage with the people they study as directly as possible. Students will lead discussions on complex topics and develop as leaders and team members in professional settings. This course will present students with an opportunity to hone critical thinking and information literacy skills to a high level. All of you will have to analyze and process complex and often contradictory information, certainly in your personal lives and very likely in your professional lives.

**Class Format:** This discussion-intensive class requires students to lead several discussion sections during the semester.

**Requirements/Evaluation:** Map assignment, discussion participation, leading discussion (four times), three-page response essays (five times), final six-page research essay or presentation

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 315 (D2) HIST 315 (D2)

**Difference, Power, and Equity Notes:** The study of East Asia's history is all too often conflated with the study of states, so that many less privileged histories are obscured. Chief among these are the histories of minority groups, who are often excluded from power. For this reason, this course puts the history of East Asia's many minority groups front and center in examining their multifaceted interactions with regional states, as well as the of ethnic, linguistic, religious, and regional identities

**Attributes:** HIST Group B Electives - Asia

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

### **HIST 316 (S) A History of the Samurai**

**Cross-listings:** HIST 316 ASIA 318

#### **Primary Cross-listing**

It is difficult to find a person unaware of the samurai. However, most people, both in Japan and abroad, engage with their idealized images rather than as an actual historical phenomenon. The aim of this course is to bring the samurai to life as a distinct status group that left an indelible mark on the history of Japan, and thereby to separate fact from fiction. We will also explore the creation of iconic images of the samurai, which continue to influence worldwide popular culture. We will use academic readings, primary sources, and other media to examine the samurai from their origins during the Heian period (8th to 12th centuries) to their official dissolution in the late 19th century. We will focus on their development as a special status group and explore how they managed to maintain their corporate identity for so long. We will trace the evolution of the samurai from rural enforcers to territorial magnates to bureaucrats. This evolution affected and was affected by the development of samurai warfare, ethics, aesthetics, religious practices, ideas relating to gender roles and other aspects of samurai life, which we will explore. We will see how these ideas and practices mediated their relations with household, society, and government. Finally, we will examine why samurai status was abolished at the start of the Meiji period, and how former samurai transformed into modern citizens. Students will engage in discussion, write essays, and complete immersive historical simulation assignments.

**Class Format:** This class features a semester-long immersive historical simulation where students work in teams to create samurai clans and navigate historical, as well as historically plausible, scenarios.

**Requirements/Evaluation:** Class participation, map creation assignment, four 2-page essays, semester-long immersive simulation (Samurai clan creation), final 6-page essay

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 316 (D2) ASIA 318 (D2)

**Attributes:** HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Viktor Shmagin

### **HIST 317 (S) Everyday Modernity in Japan**

**Cross-listings:** ASIA 310 HIST 317

#### **Primary Cross-listing**

This course asks one overarching question: What is everyday life like in modern Japan? There, one often hears the words "modern" contrasted with "traditional." When talking about Japan itself, the former is usually coded as "western," and the latter as "Japanese." Many Japanese politicians and cultural authorities, with the help of Orientalist westerners, are happy to highlight this distinction to promote notions of Japanese uniqueness. However, though modernization in Japan did usher in tremendous, often traumatic changes, not every aspect of "modern" Japanese life came from the west, and not all western imports were/are unwelcome. Moreover, many cultural imports, such as concrete buildings and the consumption of red meat, are now interwoven into the fabric of daily life in Japan. This course examines the complex history of modernity in Japan within living memory, highlighting on its presence in the daily lives of ordinary residents of Japan. What do people eat? Where do they live? How do they think about themselves and their neighbors? We will start with the Pacific War (1937-45), but focus especially closely on postwar and contemporary Japan. We will first get a sense of the chronology and major themes in Japanese history from this time period, then explore five units, "sites of modernity" that zoom in on different but interrelated aspects of ordinary Japanese life: 1) Total War, 2) The City, 3) Work, 4) Food, 5) Race and Ethnicity. Sources and data will be drawn from scholarly works, videos, movies, websites, maps, brochures and ephemera, as well as other sources. Students will analyze these sources, discuss them and complete various assignments.

**Requirements/Evaluation:** Discussion participation, in-class exam, two 6-page analytic essays, job application assignment, syllabus unit design assignment

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Asian Studies concentrators, then all others

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 310 (D2) HIST 317 (D2)

**Attributes:** HIST Group B Electives - Asia

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Viktor Shmagin

### **HIST 318 (F) Nationalism in East Asia**

**Cross-listings:** ASIA 354 PSCI 354 HIST 318

#### **Secondary Cross-listing**

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to controversies in Japan about how history is portrayed in high school textbooks, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity and their historical development in East Asia. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

**Requirements/Evaluation:** 2-3 short papers; final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** in the following order, seniors, juniors, sophomores, then first-years

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 354 (D2) PSCI 354 (D2) HIST 318 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia PSCI Comparative Politics Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm George T. Crane

### **HIST 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319 ASIA 319

#### **Primary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2) ASIA 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **HIST 320 (S) Emotions in Modern Japanese History**

**Cross-listings:** ASIA 320 ASST 320 HIST 320

Primary Cross-listing

Emotions have been integral to the human experience--to relationships between people, political decision making, economic behavior, individual and communal identities, international affairs, and national projects. This course will consider a full range of emotions including fear, insecurity, pride, anxiety, desire, anger, and happiness. And it will examine these emotions as both actors in history and subjects of historical inquiry. We will ask how emotions have reflected and shaped the making of modern Japan. What role have emotions played in steering the course of Japanese history, from the modernizing revolutions of the late 1800s, imperialism, colonialism, and war, to the navigation of both affluence and economic insecurity in the postwar era? How have emotions been talked about and represented in modern Japan? We will also discuss different ways of researching and writing a history of emotions.

**Requirements/Evaluation:** class discussion; response papers; research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructor's permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors; prospective majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 320 (D2) ASST 320 (D2) HIST 320 (D2)

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

### **HIST 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321 ASIA 321

Primary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Requirements/Evaluation:** class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2) ASIA 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

### **HIST 325 (F) Faith and Profit in the Medieval Mediterranean**

**Cross-listings:** HIST 325 REL 325

Primary Cross-listing

In many historical societies, there have been tensions between the demands of economic and religious life. What can I sell, what should I do with money, and how shall I interact with strangers? What is the relationship between religious ideals and the habits of everyday life? These questions can become especially acute when representatives of two or more competing belief systems interact with each other. The medieval Mediterranean provides numerous rich examples of societies and individuals facing these questions. In this class, we will look at how medieval Jews, Christians, and Muslims resolved these and other dilemmas in the market societies surrounding the Mediterranean basin, as they created their own forms of religious law and economic philosophy. In the process, we will gain a more profound understanding of the roots of modern debates about capitalism, property, and economic justice.

**Requirements/Evaluation:** Attendance and participation, two short papers, one final 12-15-page research paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 325 (D2) REL 325 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel S. Pattison

### **HIST 327 (S) A History of the German Democratic Republic**

This seminar is a cultural history of the German Democratic Republic that focuses on the lives and experiences of East Germans from 1949 to 1990 and beyond. The course relies heavily on primary sources, including films, works of literature and art, ego documents such as memoirs, diaries, and letters, as well as the documentary, *The Children of Golzow*, that covers the lives of a handful of East Germans from 1960 to 2007. Proceeding chronologically, the course will consider the emergence of the GDR out of the Second World War and the Third Reich between 1945 and 1950; the GDR during the 1950s, including the workers' uprising and the brief liberalization that occurred in its aftermath; the GDR in the shadow of the Wall during the 1960s; the GDR during the 1970s under Erich Honecker with its emphasis on consumerism; the GDR during the last decade of its existence during the 1980s with increasing economic stagnation, environmental degradation, popular disillusionment, and the ascendance of the Stasi state; and, finally, the collapse of the GDR and the subsequent experience of its former citizen in the Federal Republic of Germany after 1989.

**Requirements/Evaluation:** The course will be taught in a discussion format. Evaluation will be based upon participation in class discussion, two

interpretative essays, each of approximately five pages, and a final eight-page paper due at the end of the semester.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 328 (S) The Making and Unmaking of the United Kingdom**

England may be a very old country, but the United Kingdom (technically the United Kingdom of Great Britain and Northern Ireland) is a relatively new concoction, newer in fact than the United States of America. Although James VI of Scotland ascended both the English and Irish thrones as James I in 1603, it was only in 1707 that the Acts of Union united the two separate kingdoms of Scotland and England into one nation, Great Britain. And it was only in 1800 that further Acts of Union brought Ireland into the fold, creating the United Kingdom of Great Britain and Ireland. This would itself only last until 1922 when, after bloody civil war, Ireland was partitioned, leaving only the northern six counties remaining in the United Kingdom. Largely through discussion, this course will explore the troubled making and unmaking of the United Kingdom since 1689. After considering the meaning of the nation, nationalism, and national identity, it will focus on specific moments in the history of that making and unmaking. Topics will include: the revolution of 1688-89 and subsequent Scottish Highland support for the discredited Jacobites (followers of ousted monarch, James II); Anglo-Scottish commercial interests that fueled the Acts of Union in 1707; the defeat of the Jacobites in the last battle on British soil in 1746; Anglo-Irish relations in the eighteenth century that fueled the creation of the United Kingdom in 1800 against the backdrop of the French Revolution; the nineteenth-century movement for Irish Home Rule, culminating in the Easter Rising in 1916 and the partition of the island; the more recent resurgence of Scottish and Welsh nationalism, leading to the establishment of the Welsh and Scottish parliaments and a referendum on Scottish independence; and, finally, the current dilemma of Northern Ireland. Although primarily a political history of the four nations that comprise the United Kingdom, the course will also focus on the cultural meanings of Britishness in the eighteenth century, the imperial dimensions of national belonging in the nineteenth century, multi-racial attempts to recast Britishness against the backdrop of postwar imperial decline, and recent, right-wing formations of Englishness in the context of the fragmentation of the United Kingdom and Britain's exit from the European Union.

**Class Format:** this is primarily a discussion course with the occasional lecture that will frame the material for discussion

**Requirements/Evaluation:** course evaluation will be based on regular attendance and participation in discussion, the preparation of four response papers/discussion agendas, the writing of two 6-8 page interpretive essays, and a final, take-home examination

**Prerequisites:** no prerequisites, although some familiarity with the contours of modern European history would be useful

**Enrollment Limit:** 25

**Enrollment Preferences:** preference given to History majors

**Expected Class Size:** 12-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 329 (S) The History of Witch-Hunting and Witchcraft in Medieval and Early Modern Europe**

Between the fifteenth and eighteenth centuries, some 50,000 people--overwhelmingly women, but also some men and children--were hunted, prosecuted and executed for witchcraft all over Europe and its colonies. In this seminar, we investigate through the reading of primary and secondary sources why and how this phenomenon developed in the early middle ages, and then erupted and subsided in the early modern period. We also examine the various methodologies and arguments that historians have employed and debated over the past decades to try and explain why and how witch hunting, witchcraft beliefs and prosecutions influenced and impacted European cultures and societies. Lastly, the study of witch-hunting and witchcraft will also inform our understanding of its place in the religious, political, legal, social, and cultural development of medieval and early modern Europe, as well as of its connections to the histories of European persecution, heresy, antisemitism, gender and state formations, demonology, magic, and race.

**Requirements/Evaluation:** Participation. Three essays (750 words) on a primary source, a secondary source, and witchcraft trial. A 15 minute presentation to the class on a historical work of witchcraft scholarship. A research-paper prospectus and preliminary bibliography. A final 10-12 page research paper on a witchcraft topic of choice in consultation with the instructor.

**Prerequisites:** No prerequisites. Open to first-year students with permission of instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** History majors and students with demonstrated interest in European history.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 330 (S) Reformations: Faith, Politics, and the World**

**Cross-listings:** HIST 330

Primary Cross-listing

The Protestant Reformation of the sixteenth century was one of the major transformations in the history of Christianity, a faith whose 2.2 billion adherents make it the largest religion in the world today. Martin Luther and his followers sparked a schism that changed what it meant to be a Christian, and, by various reckonings, helped to create the state as we know it, the modern self, capitalism and even, as an unintended consequence, secularism. As inhabitants of a post-Protestant society, we have much to learn about the world in which we live from studying the Reformation and its legacies. While considering classic interpretations, this seminar will also probe recent research on the plural Reformations: not just Protestant but also Catholic, and not solely the elite movement of Luther and John Calvin but also the Reformation of women and peasants. What was at stake in these sweeping transformations of what it meant to be a Christian? We will consider theological debates about human agency, the changing relationship of religion and the state, female mysticism, religious warfare, iconoclasm, the arrival of Protestantism in New England, and toleration. We will work intensively in Chapin Library, examining books of hours, Bibles, missals, psalters, and primers. The seminar will also visit WCMA and the Hancock Shaker Village. Authors to be read include Luther, Calvin, Teresa of Ávila, Jean Bodin, Ignatius of Loyola, and John Winthrop. Note: due to the constraints of rare-book research, enrollment is capped at 12.

**Requirements/Evaluation:** two short papers (5-7 pages) and a longer final paper (10-12 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 330 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 331 (F) European Intellectual History from Aquinas to Kant**

The scholars and philosophers of early modern Europe set the agenda for much of modern thought concerning epistemology, morality, religion, and politics. Many of their debates still inform our intellectual world: How do we know what we know? Is human nature intrinsically selfish? What is the nature of God, and of His revelation? Should we prefer individual freedom or political stability? Our seminar will retrace the long and winding path from the intellectual culture of late medieval Europe to that of the Enlightenment. We will try to understand how a Christian culture of manuscript books, whose inquiries were conducted in Latin, transformed into a secular culture of public debate in new printed publications such as journals and newspapers in vernacular languages (English, French, German, etc.). In the process, we will encounter the foundational movements that structured European thought and the making of knowledge in these centuries: scholasticism, humanism, the new philosophy and the Enlightenment. Ultimately, we will recover the arguments of major thinkers and consider what they can teach us today. Authors to be read include Petrarch, Christine de Pizan,

Thomas More, Descartes, Leibniz, Montesquieu and Rousseau.

**Requirements/Evaluation:** attendance and participation; two short papers; a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** juniors and senior History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern PHIL Related Courses

Not offered current academic year

### **HIST 332 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

#### **Primary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

### **HIST 335 (F) Weimar Germany**

The Weimar Republic has been examined and re-examined, not only in an effort to account for the failure of democracy and the rise of Hitler in Germany but also for its remarkable artistic achievements. Using a variety of primary documents, including movies, works of art and literature, as well as more traditional historical sources and the writings of historians, this course will consider the social, political, and cultural history of the Weimar Republic. At issue in the course will be the relationship between the political and social instability and the cultural blossoming that characterized Germany during the 1920s. We will also consider whether the Weimar Republic in general, and Weimar culture, in particular are better understood as the product of Germany's past or as harbingers of its future.

**Requirements/Evaluation:** participation in class discussion, two essays, each of approximately 5 pages, and one 8-page paper due at the end of the semester

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with background in European history, or History majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 336 (S) National-Socialist Germany**

This course is a history of National-Socialist Germany based to a considerable extent on primary documents. Students will use the documents to reconstruct the history of the Third Reich and to articulate and assess some of the principal historiographical debates relating to National-Socialist Germany. The course will consider the following topics: the failure of the Weimar Republic and the rise of National Socialism; the consolidation of Nazi rule; the experiential reality of the *Volksgemeinschaft*; the popularity of National Socialism; youth and women in the Third Reich; Nazi culture; Nazi racism and image of the Jew; Gestapo terror; the pre-war persecution of Jews; popular German anti-Semitism; the regime's euthanasia program; the Nazi Empire; the experience of war in Russia; the implementation of the "Final Solution to the Jewish Problem"; German knowledge of and complicity in the "Final Solution"; the experience of "total war" on the home front; resistance to National Socialism; and the collapse of the Third Reich. The course will focus especially on how ordinary Germans experienced and participated in the history through which they lived. We will take an empathic approach to National-Socialist Germany and to the Germans who lived through this period, attempting to understand why they felt, thought, and acted as they did. We will also consider the epistemological and ethical problems involved in attempting to empathize with Nazis.

**Class Format:** discussion

**Requirements/Evaluation:** active and effective participation in class discussion, two 5-page analytic essays on two of the topics considered in the course, and a final 7-page interpretative essay: the two analytic essays on an assigned course topic (50%); the final interpretative essay (30%); class participation (20%)

**Prerequisites:** none; open to all

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 338 (F) The History of the Holocaust**

**Cross-listings:** HIST 338 JWST 338 REL 296

Primary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will

also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Not offered current academic year

### **HIST 339 The German Democratic Republic: A Cultural History**

This course is a history of the German Democratic Republic largely as experienced by its citizens. Using primarily cultural documents, novels, films, works of art, and documentaries, along with more traditional historical documents, the course will seek to reconstruct and analyze the experience of East Germans from 1945 until 1989 and beyond. Topics to be considered include the legacy of the Third Reich and the lost war, the founding of the socialist state, the impact of Marxist ideology on the lives of East Germans, the Ulbricht era, the impact of the building of the Wall in 1961, the Honecker era and the emergence of the Stasi state, the end of the GDR in 1989, and the experiences of East Germans in unified Germany.

**Requirements/Evaluation:** Two interpretative essays and a longer final paper.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, juniors, sophomores, in that order

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 340 (F) Anticolonial Europe: A History of Transnational Solidarity (DPE)**

This seminar examines the history and paradoxes of European anticolonialism from the turn of the twentieth century to the 1970s. By following the anticolonial networks that developed in four European cities -- Paris, London, Berlin, and Moscow, it interrogates how political activists -- from both the Global South and North -- collaborated to establish a more racially egalitarian world order. It evaluates how events such as the First World War and the formation of the UN transformed their collective political projects. Finally, it investigates the multiple intellectual and political traditions which activists drew upon to contest Europe's racialized hegemony. Students can expect to gain an introduction to the 20th century's European-based anticolonial movements, as well as methods of transnational and global history.

**Requirements/Evaluation:** Class participation, one 5-7-page historiographical essay, and one 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course investigates the legacies of Europe's racialized hegemony. Students learn about how anticolonial activists in the twentieth century navigated questions of class, race, and national identity. Additionally, they learn how historians have used different historical methodologies to write the history of anticolonialism more inclusively.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

LEC Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

### **HIST 346 (F) Modern Brazil (DPE)**

**Cross-listings:** AFR 346 HIST 346

#### **Primary Cross-listing**

Brazil has been the "country of the future" longer than it has been an independent nation. Soon after Europeans descended on its shores, Brazil was hailed as a land of resources so rich and diverse that they would inevitably produce great wealth and global power for its inhabitants. Although this has often contributed to an exaggerated patriotism, it has also fostered ambiguity--for if the label suggests Brazil's potential, it also underlines the country's failure to live up to that promise. This course will examine Brazil's modern history by taking up major themes from Independence to the present. Beginning with a "bloodless" independence that sparked massive civil wars, we will analyze the hierarchies that have characterized Brazilian society. The course will give particular attention to themes of race, gender, sexuality, and citizenship; national culture and modernity; and democracy and authoritarianism in social and political relations.

**Class Format:** discussion

**Requirements/Evaluation:** class participation will count for 20% of final grade; each of two 5-page papers will count for 25%; and a final 8- to 10-page paper will count for 30%

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Latino/a Studies concentrators

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 346 (D2) HIST 346 (D2)

**Difference, Power, and Equity Notes:** The course--in all of its readings, discussion, papers--centers on the formation of different and dynamic identities in 19th- through 21st-century Brazil. Throughout the semester we examine how Brazilians created, recreated, and/or rejected categories of difference and how these resulting actions connected to broad political and cultural changes. Links to current questions--like the struggles of communities of quilombolas (descendants of runaway or freed slaves)--receive particular attention

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

**Not offered current academic year**

### **HIST 347 (S) Democracy and Dictatorship in Latin America (DPE)**

The scarcity of stable and democratic governments in Latin America has frustrated observers across the region and beyond for almost 200 years. This course will examine the historical creation of both democratic and anti-democratic regimes in different national cases, seeking to identify the conditions that have fostered the apparent persistence of dictatorial tendencies as well as diverse forms of pro-democratic and social justice activism. Our main cases will be Brazil, Argentina, Mexico, Peru, and the countries of Central America, but we will address the region as a whole. In this regard we will look at the social and economic forces as well as the political actors and ideologies that have contributed to distinct, if often parallel, outcomes. At the same time, we will also question the criteria we use to label regimes "democratic" or "dictatorial"--and the implications of our choice of criteria.

**Requirements/Evaluation:** class participation, response papers, two short papers, and a longer (10-page) final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors

**Expected Class Size:** 22-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the production of unequal power relations along racial/ethnic, gender, national, and regional lines. Furthermore, it analyzes the creation of diverse--and biased--categories by which Latin Americans and their political movements and systems have been evaluated since the nineteenth century.

**Attributes:** GBST Latin American Studies Electives HIST Group D Electives - Latin America + Caribbean LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Roger A. Kittleson

### **HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

#### **Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

## **HIST 354 (F) The Revolutionary Generation: Galaxy of Leaders**

**Cross-listings:** PSCI 257 LEAD 285 HIST 354

### **Secondary Cross-listing**

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Requirements/Evaluation:** three papers, weekly class presentations, and active participation in all discussions

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 257 (D2) LEAD 285 (D2) HIST 354 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 Cancelled

## **HIST 355 (F) The CIA and American Foreign Policy**

**Cross-listings:** PSCI 361 LEAD 361 HIST 355

### **Secondary Cross-listing**

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Midterm, several short papers, and a research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and History Majors, prior coursework in American foreign policy.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 361 (D2) LEAD 361 (D2) HIST 355 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 358 (S) The Roosevelt Style of Leadership**

**Cross-listings:** LEAD 325 HIST 358

Secondary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were the ideas behind TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies and especially the writings and speeches of TR, FDR, and ER, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

**Requirements/Evaluation:** Participation in class discussions, oral reports, several short papers and one research paper.

**Prerequisites:** Courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

**Enrollment Limit:** 12

**Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and Political Science

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 325 (D2) HIST 358 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **HIST 360 (F) Mapping North America: Critical Cartographies (DPE)**

This course examines histories of mapping: what maps show, and what places the practices of cartography have tended to erase, distort, or conceal. Focusing on North America, it examines how Native Americans, African-Americans, and Euro-colonial peoples strongly contested the meanings and representations of "place." Course topics include Indigenous mapping traditions and concepts of homelands spaces; European navigational strategies and colonialism; urban planning; and scientific as well as military depictions of particular lands and waters, especially west of the Mississippi River. The course teaches strategies for employing maps as primary sources, and ways of understanding the historical and ideological circumstances of their production and circulation. It will offer opportunities to critically engage cartographic materials in Williams College's archival and museum collections, and to develop independent research projects.

**Requirements/Evaluation:** class discussion, response papers, short analytic essays, final project

**Prerequisites:** one History or American Studies course

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomore, junior, and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course offers critical perspectives on mapping and the close connections between representations of space/place and the exercise as well as contestation of power. Particular attention is devoted to Native American/Indigenous mapping and "counter-mapping" projects and methodologies, as well as scholarship from the African diaspora that stresses the active role of mapping in creating and also resisting racialized social regimes.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 361 (F) The Atlantic World: Connections, Crossings, and Confluences (DPE)**

**Cross-listings:** HIST 361 AMST 360

#### **Primary Cross-listing**

Early Americans inhabited an interconnected world through which people, beliefs, and objects circulated. This course explores the "Atlantic World" as both a place and a concept: an ocean surrounded by diverse communities and empires, and an imagined space of shared or competing affiliations. Moving from the tenth century to the nineteenth, it examines ecological, cultural, political, economic, intellectual, and religious exchanges among Native Americans, Europeans and colonizers, and Africans and African Americans. It introduces both conceptual dimensions of this Atlantic paradigm and case studies that investigate its human subtleties, with the goal of examining early American history through a transnational lens. The course will take up the stories of Wabanaki mariners and Norse/Viking expansionists; Pocahontas, a trio of Inuit people, and myriad other Indigenous travelers to Europe; West African survivors of the Middle Passage and their enslaved descendants who pushed for survival and recognition of their humanity overseas; New England religious dissidents, intellectuals, and profiteers from Caribbean slavery; Touissant L'Ouverture and the reverberations of the Haitian Revolution; and whaling ship crews who pursued cetaceans ever farther out at sea, among other topics. The course also delves into new methodologies for telling histories that have been unevenly presented or seemingly silenced in traditional documentary archives, probing ways that oral traditions, songs, archaeology, material culture, and other forms of expression and representation can help recast the nature and meanings of these connected spaces and histories. Additionally, it provides an opportunity to engage with original materials pertaining to Atlantic World histories in the Williams College Archives/Special Collections and Art Museum.

**Class Format:** will alternate with seminar-type discussion of readings

**Requirements/Evaluation:** active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** sophomore, junior, and senior History majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 361 (D2) AMST 360 (D2)

**Difference, Power, and Equity Notes:** This course examines the formation, expression, and articulation of racial, ethnic, cultural, and other forms of difference in the historical Atlantic World, and the ways that peoples of Indigenous and African descent engaged with and challenged European colonization. It devotes substantial time to critical methodologies that re-center voices oftentimes treated as "silenced" or "absent" in older literatures, and helps students build fluencies in recovering and analyzing these lives.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 366 (S) What They Saw in America**

**Cross-listings:** SOC 244 AMST 244 HIST 366

#### **Secondary Cross-listing**

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

**HIST 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

Primary Cross-listing

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

## **HIST 368 (F) Framing American Slavery (DPE)**

**Cross-listings:** AFR 363 AMST 368 HIST 368

### **Primary Cross-listing**

**Readings in American Slavery** This course will delve into how and what historians have written about US slavery for the last century or so. Rather than marching through time, like we might in a survey course, we'll explore the nooks and crannies of slavery's history. We'll consider gender and sexuality, labor and capitalism, regional difference, maritime culture, and every day life. We'll compare histories produced well before the Civil Rights Movement to books written afterward. We'll consider the obstacles and challenges Black scholars faced in the academy and consider the significance of their work. Finally, we'll examine slavery's role in today's world, beginning with the institution's relationship with American universities and continuing on to the recent protests against monuments and statues.

**Requirements/Evaluation:** Four written essays/reviews, final paper. Students must also complete reading and contribute to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to History, American Studies, and Africana Studies concentrators/ majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 363 (D2) AMST 368 (D2) HIST 368 (D2)

**Difference, Power, and Equity Notes:** This course will explicitly examine how power worked and changed during the centuries of legal slavery in the United States. Since lawmakers joined power and violence to definitions of whiteness and blackness, we will study how these definitions emerged and changed over time. Students will address issues of violence, legal and extra legal means of continuing slavery through changing political and economic conditions. Additionally, the course will consider the racial barriers in the academy.

**Attributes:** HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

## **HIST 370 (F) The Caribbean and the World: 1945-1968**

**Cross-listings:** AFR 370 HIST 370

### **Secondary Cross-listing**

The ending of the Second World War in 1945 coincided with the dawn of a new nationalism in the modern Caribbean. The British territories were beginning their shift away from colonialism and charting a path toward independence that would arrive in the early 1960s. Their independent neighbors contended with US imperialism which greatly shaped questions of race, nationalism, and sovereignty. By the 1960s much of the region faced crises that grew out of the tensions of the postwar period. This course examines closely these transformations in the Caribbean. It is divided into three parts. The course begins with an examination of the ideas about race, state development and empire that dominated Caribbean intellectual discourse of the 1940s. Key texts for this period include the works of Caribbean intellectuals such as Roger Mais, Una Marson, CLR James, and Jacques Roumain who considered the possibilities of racial equality and democracy in the postcolonial Caribbean. The course then looks more closely at 1950s attempts to forge greater Caribbean unity during the early Cold War years. West Indian Federation and the circuits of travel within the Caribbean are given special focus. Finally, the course will discuss challenges of the postcolonial Caribbean by looking at the circumstances and wider responses to regional radicalism in the 1960s. The key events that will be examined in this section include the Duvalier dictatorship, the Cuban Missile Crisis, and black power in Jamaica in 1968.

**Requirements/Evaluation:** class participation, 3-4 short papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

Not offered current academic year

### **HIST 372 (F) The North American West: Histories and Meanings**

This course will explore the various and contested histories of the geographical region in North America that Americans often call "the West." With porous boundaries; changing empires and national borders; an extraordinarily diverse mix of peoples; and most importantly, continuous Indigenous presence to the present day, this region poses foundational questions about the construction of American history. What if, from the vantage point of the 1780s, we look not at the founding of the United States in the East but at the elaboration of the Spanish mission system in California and other parts of the Southwest? What if, instead of understanding "the West" as a place that people migrated "to" from "the East," we think about "the West" as a place diversely inhabited for thousands of years that experienced very sudden and violent forms of military conquest and settler colonialism, as well as waves of migration from many different compass points around the globe? And where do Americans narratives of western "individualism" fit into the histories of massive federal interventions in "the West"? We will take up these and many other questions as we examine topics from the era before Europeans arrived in North America to the present day.

**Requirements/Evaluation:** class participation; 3 brief writing assignments (2-4 pages); one 6-8 page research paper, based on a primary source; 24-hour take-home exam.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** History majors and students who have taken previous History courses.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Karen R. Merrill

### **HIST 376 (S) Sex, Gender, and the Law in U.S. History (DPE)**

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

**Requirements/Evaluation:** four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

### **HIST 379 (S) Black Women in the United States (DPE)**

**Cross-listings:** HIST 379 WGSS 379 AFR 379

#### **Primary Cross-listing**

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana Concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **HIST 383 (F) Religion and American Capitalism**

**Cross-listings:** REL 283 HIST 383

#### **Secondary Cross-listing**

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

**Requirements/Evaluation:** Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion and History majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 283 (D2) HIST 383 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 Cancelled

**HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

**Primary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

**HIST 388 (F) Decolonization and the Cold War**

The second half of the twentieth century came to be defined by two distinct, yet overlapping and intertwined phenomena: the Cold War and decolonization. In the two decades that followed the end of WWII, forty new nation-states were born amidst the bipolar struggle for global supremacy between the Soviet Union and the United States. Those new nations were swept up in the Cold War competition in ways that profoundly influenced their paths to independence and their postcolonial orders, but they often had transformative effects on the Soviet-American rivalry as well. In this

course, students will focus on two related questions: How did decolonization influence the Cold War and the international behavior and priorities of the two superpowers? And what impact did the Cold War exert on the developing states and societies of Asia, Africa, the Middle East, and Latin America? Course materials will consist of scholarly texts, primary sources, memoirs, films, and fiction.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group G Electives - Global History LEAD American Foreign Policy Leadership

Not offered current academic year

### **HIST 389 (S) The Vietnam Wars (DPE)**

**Cross-listings:** LEAD 389 HIST 389 ASIA 389 ASST 389

#### **Primary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 389 (D2) HIST 389 (D2) ASIA 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

**Attributes:** HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

### **HIST 390 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies (DPE)**

**Cross-listings:** HIST 390 STS 302

#### **Secondary Cross-listing**

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the

production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

**Requirements/Evaluation:** 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 390 (D2) STS 302 (D2)

**Difference, Power, and Equity Notes:** The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

**Attributes:** HIST Group G Electives - Global History STS Senior Seminars

Not offered current academic year

**HIST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean** (DPE) (WS)

**Cross-listings:** GBST 391 ASST 391 ASIA 391 HIST 391

Primary Cross-listing

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 391 (D2) ASST 391 (D2) ASIA 391 (D2) HIST 391 (D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically

engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

### **HIST 393 (S) Sister Revolutions in France and America**

**Cross-listings:** LEAD 212 HIST 393

#### **Secondary Cross-listing**

In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

**Requirements/Evaluation:** three papers, several class presentations, and active participation in class discussions

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with backgrounds in American history, French history or Political Science

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 212 (D2) HIST 393 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

### **HIST 396 (F) The Pivotal Decade--The 1970s Origins of Contemporary America**

**Cross-listings:** HIST 396 LEAD 396

#### **Primary Cross-listing**

Often overshadowed by the long 1960s and the conservative ascendancy of the 1980s, the 1970s provides an important transitional moment for the United States. It was also a decade fraught with contradictions. On the one hand, Americans experienced widespread disillusionment with the power of the federal government to promote and protect the minority from the majority. Historians seeking to understand the collapse of the welfare state or the origins of white resistance to civil rights' initiatives often point to the 1970s as the time when the federal government shifted the burden of the social welfare system onto the market, state and local governments, and onto poor people themselves. And yet, the 1970s also saw an explosion of progressive social activism, as the women's movement, the gay rights movement, and the environmental movement, among others, all came into their own. Likewise, this was a time when U.S. realignment internationally and military overextension intersected with new hegemonies of human rights regimes, multinational corporations, and "globalization." This course will emphasize a wide array of social movements and activism--both left and right--and the interplay among formal politics, grassroots organizing, and popular culture. It will ask students to consider how and why the 1970s catalyzed many of the domestic and international dynamics and debates that define American politics and society today. Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation. In Fall 2022, this course will be offered at both Amherst and Williams College campuses. There will be an end of the semester symposium at Williams College that all enrolled students are required to attend as part of the final project.

**Requirements/Evaluation:** Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority to History and LEAD students

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 396 (D2) LEAD 396 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Vanessa Walker

### **HIST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** GBST 409 ARAB 409 HIST 409

#### **Primary Cross-listing**

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Requirements/Evaluation:** class participation and a 25-page research paper

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

**Attributes:** GBST Middle Eastern Studies Electives JWST Elective Courses

**Not offered current academic year**

### **HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

#### **Primary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**HIST 416 (F) The Many Lives of Tokyo (WS)**

**Cross-listings:** ASIA 317 HIST 416 ASIA 416

**Primary Cross-listing**

The city of Tokyo has had many lives from its early modern founding as the shogun's capital of Edo to its contemporary incarnation as a global megacity. This seminar explores how and why the city has changed--how an unassuming fishing village was transformed over four centuries into a vibrant early modern city of over a million people, the heart of a modern nation and metropole of an expansive empire, an emblem of urban cosmopolitanism, and a sprawling metropolis. Our focus will be on how people have lived, conceived, and shaped Edo/Tokyo. We will consider how different and various people have moved through the city; where and how they have lived, worked, and enjoyed themselves; how they have interacted with the natural and built environments; and how they have expressed their discontents with, and aspirations for, the city. Topics to be examined include: physical expansion, urbanization, and suburbanization; destruction and reconstruction from fires, earthquakes, and war; cultivation of opportunities to consume; and creation of urban popular cultures. The centerpiece of the seminar is the research and writing of a substantial and original paper that delves into a question of interest to you about the history of Tokyo.

**Requirements/Evaluation:** class participation, discussion posts, response papers, and a research paper (20-25 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Asian Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 317 (D2) HIST 416 (D2) ASIA 416 (D2)

**Writing Skills Notes:** In addition to gaining fluency with shorter pieces of writing such as response papers, students will work on the research paper in stages. This will include the writing of drafts which will be workshopped with classmates. Students will also receive timely and substantial feedback on all of their writing from the professor.

**Attributes:** GBST East Asian Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

**Not offered current academic year**

**HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

### Primary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

### **HIST 433 (F) Colonialism and the Jews** (DPE) (WS)

**Cross-listings:** JWST 433 HIST 433

### Primary Cross-listing

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will be graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

### **HIST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)**

**Cross-listings:** REL 335 HIST 434 JWST 434

#### **Primary Cross-listing**

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

**Requirements/Evaluation:** class participation, several short papers, oral presentations, and a 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

**Writing Skills Notes:** Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Not offered current academic year

### **HIST 454 (S) Land, Memory, Materiality: Histories and Futures of Indigenous North American Arts (DPE)**

**Cross-listings:** ARTH 561 HIST 454

#### Secondary Cross-listing

This course engages Indigenous North American traditions of creative expression, remembrance, and representation in historical, contemporary, and future-facing ways. Drawing upon diverse Native American and First Nations theories and practices, it ranges widely across the continent to consider Indigenous arts and material culture within specific cultural, socioeconomic, and political contexts. Part of the course is grounded in the Native Northeast, including the Indigenous homelands of the Stockbridge-Munsee Mohican Community in which the Graduate Art Program and Williams College are situated. Other units will focus on continuities and transformations in artistic and maker-traditions within and across specific Indigenous nations and communities. The course is especially interested in connections between past and present, and the innovative ways Indigenous artists, makers, and knowledge-keepers have reckoned with what has come before, while also mapping meaningful future pathways. Topics will include repatriation and community-led restorative efforts to bring home ancestors and important heritage items "collected" over the centuries following 1492; concepts and practices of cultural, intellectual, visual, and political sovereignty; decolonizing museums; the complex dynamics of collaboration; Indigenous, African-American, and Afro-Indigenous artistic connections and solidarities; and Indigenous challenges to Eurocentric and settler colonial approaches to preservation, interpretation, and classification. Seminar members will develop familiarity with methods and ethics grounded in Native American and Indigenous Studies, and with new scholarship by leading and emerging critics and creators.

**Class Format:** The course will feature seminar discussions as well as local trips to museums, libraries, and archives with pertinent collections and exhibitions.

**Requirements/Evaluation:** Engaged participation in discussions; in-class presentations; short writing assignments in preparation for final project; final original research and interpretive project, with presentation to seminar.

**Prerequisites:** For undergraduates, at least two prior courses in or related to History, Art History, Native American and Indigenous Studies, and/or Museum Studies.

**Enrollment Limit:** 16

**Enrollment Preferences:** Priority for Graduate Art students. Four seats are reserved for undergraduates, with preference to junior and senior majors in Art History and History. Undergraduates should email a brief statement of interest to [cd10@williams.edu](mailto:cd10@williams.edu).

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 561 (D1) HIST 454 (D1)

**Difference, Power, and Equity Notes:** The course centers theories, experiences, and expressions from Native American/Indigenous communities, scholars, and artists/makers, while engaging foundational and new work in Native American and Indigenous Studies (NAIS). The course also provides students with critical tools for reckoning with settler colonialism and its historical as well as enduring impacts in Indigenous contexts; and with race, ethnicity, sovereignty, and tribal nationhood as key interpretive frames.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 T 10:00 am - 12:50 pm Christine DeLucia

### **HIST 455 (S) The Afterlives of Objects: Telling American Histories through Material Culture and Museums (DPE)**

**Cross-listings:** HIST 455 AMST 455

Primary Cross-listing

Material culture studies examine relationships between people and objects. Tangible artifacts like furniture, clothing, ceramics, tools, and buildings give insight into communities' identities, aspirations, and struggles. This course approaches American histories through objects, and considers how interdisciplinary methodologies can reveal alternative understandings of the past. The course traces changing theories and practices of preservation, curation, and display; shifting conceptions of "heritage" among diverse peoples; and ethical challenges posed by Native American and African American items held in museums, particularly in relation to repatriation considerations. The course involves a staged set of class visits to work with collections at the Williams College Archives/Special Collections and Art Museum as well as local/regional repositories and historic sites. While the scope of the course is continental and at times transoceanic, it includes substantial focus on the Northeast/New England and the material assemblages and landscapes that shape western Massachusetts. Students will build familiarity with appropriate techniques for handling objects, cultivate skills for developing and carrying out an original research project, and explore diverse modes of analysis and expression for telling the stories of objects and their associated communities.

**Requirements/Evaluation:** active participation in class discussion and museum visits, in-class presentation about one week's readings, research project prospectus, research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** junior and senior History and American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 455 (D2) AMST 455 (D2)

**Difference, Power, and Equity Notes:** This course examines diverse historical experiences of North American peoples, including Native Americans and African Americans, in conjunction with responses to Euro-American settler colonialism. It introduces students to foundational methodologies in object studies including decolonizing approaches, and explores key debates about possession, interpretation, and repatriation of objects to descendant communities, such as the Native American Graves Protection and Repatriation Act (NAGPRA).

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Not offered current academic year

### **HIST 457 (S) Floridas** (DPE) (WS)

Florida, the sunshine state with 1350 miles of coastline was once an outpost of Spain's 17th century empire. Its history comprises Disney World, the largest Cuban community outside of Cuba, a haven for enslaved Catholics in the 17th century and for an aging, largely white middle class in the 20th. It is the site of the nation's oldest city, and the home to range of Native peoples. A land of swamps, plantations, cities, islands, strip malls and theme parks is now ground zero in climate change discussions. This "purple state" has decided more than one presidential election. This course will explore the history of the many Floridas. We will move roughly through time as we seek to understand Florida and its place in United States culture. Why do people often think of Florida as "not quite southern" although it borders Georgia and Alabama? When and why did Spain colonize the area? How did they lose it? What is the history of the original inhabitants of Florida and how does that story help us understand it now?

**Requirements/Evaluation:** class discussion, three short writing assignments and a final research paper of 15-20 pages on a topic that grows out of our reading

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors and History majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will be writing three shorter papers throughout the semester. Two of these will be building up towards the final research paper. The third will be more "experimental"... perhaps a piece of historical fiction or eye witness account. The final paper should exceed 15 pages. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** We will consider how Florida has defined itself, and been defined throughout American history largely based on various groups that occupied space with combinations of military, technological and economic power. This class will investigate the histories and

dynamics of these various occupations and settlements, paying close attention the conflicts over space in rural and urban areas. Histories of African Americans and Native people will be central to our investigation.

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **HIST 462 (S) For the Soul of Mankind: The Cold War and American Foreign Relations (WS)**

The United States emerged from the Second World War with unprecedented power and influence; for the first time it was poised to take on a level of global leadership that it had long shirked. Yet the U.S. faced an uncertain world, marked by the ascendance of the communist-led Soviet Union as a rival superpower, the impending decolonization of European empires, the emergence of a nuclear arms race, and a host of changes to domestic American life. What ensued was a 45-year Cold War--a battle for the soul of mankind--marked by American officials' relentless determination to combat the threat of communism at home and abroad. This course explores a range of scholarly approaches to that conflict, focusing on high-level diplomacy, hot wars, propaganda, the cultural cold war, and more. In addition to reading and discussing works that exemplify key approaches to studying America's Cold War, students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on a Cold War-related topic of their choosing.

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced history majors

**Expected Class Size:** 10-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will produce a 20-25 page final paper through a series of scaffolded assignments, each of which will receive feedback from the professor as well as a group of peers. Assignments leading up to the final research paper include a 4-6 page historiography paper, a 2-3 page draft introduction, and a completed initial draft.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jessica Chapman

### **HIST 470 (S) Latinx Migrations: Stories and Histories (WS)**

**Cross-listings:** LATS 470 HIST 470

Primary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, and other first person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. This course examines first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, while interrogating the methodological and interpretive challenges of working with oral histories and other first-person primary sources.

**Requirements/Evaluation:** class participation and presentations; short writing assignments; proposal, bibliography, and drafts of final paper; final paper of 15 to 20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 470 (D2) HIST 470 (D2)

**Writing Skills Notes:** This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including a proposal with a bibliography, a draft for workshopping with other students, and a final presentation along a revised draft.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

### **HIST 478 (S) Cold War Landscapes**

**Cross-listings:** AMST 478 ENVI 478 HIST 478

#### **Primary Cross-listing**

The Cold War between the United States and the Soviet Union set in motion dramatic changes to the natural and built environments of many nations between 1945 and 1991. Nuclear test and missile launch sites, naval installations, military production operations, and border securitizations are just a few of the most obvious ways in which the stand-off between the two countries altered rural and urban landscapes around the world. But one can also see the Cold War as setting in motion less immediately direct but nonetheless profound changes to the way that many people saw and planned for the environments around them, as evidenced, for instance, by the rise of the American suburb, the reconstruction of postwar Europe, and agricultural and industrial initiatives in nations across the globe. We will begin this seminar by exploring several distinct "Cold War landscapes" in the United States and North America. We will then move on to examining others in Europe and the Soviet Union. Our approach to our topics will be interdisciplinary throughout the semester, with the additional goal of helping students frame their final projects. Students are encouraged to write their research papers on any geographical area of the world that interests them.

**Requirements/Evaluation:** class participation and semi-weekly critical writing on the reading; students will also be expected to keep up through the stages of the research paper process, which will involve submitting a short research plan, annotated bibliography, outline, and a rough draft, as well as the final 20- to 25-page paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, ENVI, and AMST majors if over-enrolled

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 478 (D2) ENVI 478 (D2) HIST 478 (D2)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada

**Not offered current academic year**

### **HIST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

#### **Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how

communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**HIST 481 (F) History of Taiwan (WS)**

**Cross-listings:** ASIA 481 HIST 481

**Primary Cross-listing**

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 481 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing

skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Fall 2022

TUT Section: T1 TBA Anne Reinhardt

### **HIST 482 (F) Race and American Foreign Relations (WS)**

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to reckon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** None, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

**Not offered current academic year**

### **HIST 483 (S) Sport and Diplomacy (DPE) (WS)**

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

**Requirements/Evaluation:** Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with some prior course work in foreign relations and/or international history

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly

written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

**Difference, Power, and Equity Notes:** Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

#### **HIST 484 (F) Victorian Psychology from the Phrenologists to Freud (WS)**

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

**Class Format:** Once they have been selected, student pairs will meet with the professor for an hour at a regularly scheduled time each week.

**Requirements/Evaluation:** Students will meet with the instructor in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Fulfills the department's seminar requirement for graduation with a degree in History

**Distributions:** (D2) (WS)

**Writing Skills Notes:** As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

#### **HIST 485 (S) Freud: A Tutorial (WS)**

**Cross-listings:** PSYC 158 HIST 485

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, *Civilization and Its Discontents*. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

**Class Format:** students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

**Requirements/Evaluation:** student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** fulfills History's 400-level graduation requirement

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 158 (D2) HIST 485 (D2)

**Writing Skills Notes:** As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **HIST 486 (F) Islam in European Culture from Muhammad to Modernity**

From the Crusades to modern colonialism, the relationship between Muslims and Western Christians has often been recounted as the clash of two opposing civilizations, a history of warfare and of incompatible values. This tutorial takes a different point of departure, namely the recent scholarly recognition that relationships between Muslims and Western Christians were often rooted in the intimacy of frequent interaction. We will delve into the many ways in which Muslim peoples shaped European culture from the Middle Ages to the present. We will explore different domains, from one of the first translations of the Qur'an into any language, the Latin version done in Toledo in 1143, to the many goods made by Muslim craftsmen that filled the homes of Renaissance Europe, and the roles of early modern Muslims as captives, slaves, diplomats, travelers, and converts. In the modern period, Muslims continued to inflect European culture both as colonial subjects and as domestic minorities, producing and inspiring art, imaginative literature, and critiques of European power. Our investigation will encompass music, visual art and film in addition to written works. How do we make sense of this intricately interwoven history? And what are its legacies for the present? Sources both primary and secondary will include Leo Africanus, Lady Montagu, Montesquieu, Mozart, al-Tahtawi, Flaubert, Sayyid Qutb and Fatima Mernissi.

**Requirements/Evaluation:** Five tutorial papers (5-7 pages.) and five shorter responses; occasional presentations.

**Prerequisites:** History majors; juniors and seniors.

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, a statement of interest will be requested.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Not offered current academic year

### **HIST 487 (F) Archive Stories (WS)**

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final

paper about their work on the Williams archives

**Prerequisites:** open to all junior and senior History majors and others with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing practices, with suggestions for improvement.

**Attributes:** HIST Group G Electives - Global History

Fall 2022

TUT Section: T1 TBA Chris Waters

### **HIST 488 (F) Sites of Memory and American Wars (WS)**

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** At the start of the semester, students will outline what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Karen R. Merrill

### **HIST 489 (F) Appropriating History. Who Owns the Past? (DPE) (WS)**

**Cross-listings:** HIST 489 ARAB 408

**Primary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In

such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

**Attributes:** HIST Group E Electives - Middle East

Not offered current academic year

**HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)**

**Cross-listings:** HIST 490 JWST 490

Primary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has become a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

**Class Format:** tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written paper on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 490 (D2) JWST 490 (D2)

**Writing Skills Notes:** Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Not offered current academic year

**HIST 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

**Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**HIST 492 (S) Making Race in Early Modern Europe (DPE)**

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This

tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

**Requirements/Evaluation:** Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

**Prerequisites:** 200- or 300-level History classes

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and seniors; History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Spring 2023

TUT Section: T1 TBA Alexander Bevilacqua

### **HIST 493 (F) Senior Thesis: Research Seminar**

This seminar is intended solely for writers of senior theses during their first semester. Although each student's major work for the year will be the writing of a thesis in consultation with an individual advisor, students are also required to meet in the context of the thesis seminar in order to present and critique each other's proposals and drafts and to discuss common problems in the research and design of a long analytical essay. For students proceeding to HIST 494, performance in the fall semester will be factored into the thesis grade calculated at the end of the year. The quality of a student's performance in the seminar segment of History 493, as well as their performance in all aspects of the May colloquium at which theses are presented and critiqued, figure in the overall grade the student earns for History 493-494 and the departmental decision to award Honors or Highest Honors at Commencement.

**Requirements/Evaluation:** class participation and completed written work, and will determine if a student will continue in the thesis program

**Prerequisites:** limited to seniors accepted into the History Department's Thesis Program

**Enrollment Limit:** none

**Enrollment Preferences:** limited to seniors accepted into the History Department's Thesis Program

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TF 2:35 pm - 3:50 pm Aparna Kapadia

### **HIST 494 (S) Senior Thesis: Writing Seminar**

This seminar is a continuation of HIST 493, and is required of all senior thesis writers. Students will meet to discuss draft thesis chapters and to prepare for the thesis colloquium in May at which theses will be presented. Performance in the year-long seminar and in all aspects of the thesis colloquium will be figured into the overall thesis grade the student is given for HIST 493 and HIST 494 as well as the departmental decision to award

Honors or Highest Honors

**Requirements/Evaluation:** participation and completed written work

**Prerequisites:** successful completion of HIST 493; limited to seniors accepted into the History Department's Thesis Program

**Enrollment Limit:** None

**Enrollment Preferences:** limited to seniors accepted into the History Department's Thesis Program

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TF 2:35 pm - 3:50 pm Aparna Kapadia

### **HIST 495 (S) The Medieval World System: Globalization before 1500 (WS)**

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

**Requirements/Evaluation:** Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Attributes:** HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

TUT Section: T1 TBA Joel S. Pattison

### **HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

#### **Primary Cross-listing**

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as

well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

### **HIST 497 (F) Independent Study: History**

History independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Roger A. Kittleson

### **HIST 498 (S) Independent Study: History**

History independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Roger A. Kittleson

### **Winter Study -----**

### **HIST 12 (W) Introduction to Hand Bookbinding**

This class will offer a fast-paced, workshop-style introduction to bookbinding, starting with single sheet structures and working through several codex structures with a variety of cover-to-text-block attachments. Throughout, our benchwork-folding, cutting, sewing, adhering-will be grounded in the historical context of the craft and accompanied by readings and online resources, as well as discussion of material and structure, and the implications of both for the conservation and preservation of books. While the course will be focused on Western bookbinding techniques, we'll also touch on other cultural binding traditions with an eye toward understanding the comparative youth of Western book crafts. Class will meet three times a week for three hours, including a weekly visit to Special Collections to examine historical examples of bindings. Students should be prepared to spend significant time

outside of class exploring the world of book arts and book history online, and developing and completing independent binding projects, including a set book for the final project. The course will conclude with an exhibition of student work.

**Requirements/Evaluation:** Completion of in-class and independent binding projects, 1-2 brief presentations, and capstone binding of set book

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to students who have little or no previous bookbinding experience, and to those who express early and enthusiastic interest.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Cara Schlesinger '91 is an independent bookbinder and conservator in New York City. She has worked at the Metropolitan Museum of Art and Columbia University as well as with private clients and rare book specialists around the country.

**Materials/Lab Fee:** \$155

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

### **HIST 17 (W) The 16th- to 17th-Century World of Printed Texts and Images**

Imagine yourself back in a time without the computer technology that enables you to create, print out or distribute instantaneously innumerable illustrated texts with the click of a few buttons. In this multifaceted course, we will explore the 16th-17th-century world of printed books and images. Your eyes will be trained to recognize and appreciate the primary techniques in which printed images were made at this time. While becoming acquainted with the ways in which texts were printed by hand, you will learn how to examine rare books and evaluate how they were put together. Finally, you will be taught to think like a savvy publisher, endeavoring to earn a living by profiting from the rapidly expanding, international market for a diverse range of illustrated texts. In order to achieve these goals and fully appreciate what entrepreneurial artists, printers, and publishers accomplished centuries ago, lectures and assigned readings will be complemented by visits to local print collections and the regular, hands-on consultation of illustrated rare books in the Chapin Library. Given the underlying premise that one learns by doing, we will usually meet four times a week, (2 hours per session) primarily in the Chapin library. For your final project, you will be expected to select an illustrated book from the Chapin collection and prepare a presentation on it for the class in which you highlight the topics addressed during the lectures. Evaluation will be based upon this presentation, in addition to class participation. I look forward to delving into the fascinating world of hand-crafted books and prints with you.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** randomly

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Karen Bowen is an art historian, specialized in the study of prints, printmaking, and book illustration in the early modern period. She is currently preparing a book on the European print trade in the 16th and 17th centuries.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTWR 2:00 pm - 3:50 pm Karen L. Bowen

### **HIST 19 (W) Fresh Purpose for Old Paper: Curating Special Collections in the 21st Century**

How do our library's collections represent the past and present of the many Williams communities? What makes a library's books and manuscripts worth saving? What should we collect, and how are those decisions made? Whose voices are missing? This course will examine the role of Special Collections in the 21st century, going behind the scenes of the Chapin Library and College Archives. We will first consider the library's existing collections, focusing on what makes these books and manuscripts valuable -- and not just in terms of their cost. We'll consider how historical events

are documented in primary sources, and how those documents can support teaching and research. We'll also learn about the market for rare books and manuscripts and consult with booksellers and curators at a peer institution. For the final project, students will propose the acquisition of a new collection of books or manuscripts for the Chapin Library or the College Archives. We'll spend the final week of class presenting to a curatorial panel, who will assess the proposals to purchase material for our collections.

**Requirements/Evaluation:** final project or presentation. collection development proposal, class presentation to library staff (during normal course meeting times)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** random, if course is oversubscribed

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Anne Peale, Special Collections Librarian at Williams, graduated from Dartmouth College and studied Material Cultures and Book History at the University of Edinburgh; she recently completed her PhD in Historical Geography.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MTR 10:00 am - 11:50 am Anne Peale, Lisa Conathan

### **HIST 23 (W) Maps: Past, Present, & Future**

This class will examine how antique maps, created in the 15th to 20th centuries, provide lessons for modern-day map-making. We will start by considering the purposes of antique maps, especially those made in the 15th and 16th centuries by both European and Islamic mapmakers: why were they made, by whom and by what process? We will discuss "what is a map?", as well as principles of information design, what makes a map good, and lessons that can be drawn from antique maps. Students will learn about the multitude of online resources available for collecting and studying antique maps, including collections at Williams College, and, in their first group project, will work in teams of two to four to make a presentation about an antique map or group of maps that represent the considered lessons. Throughout the course, we will pivot back and forth between antique maps and modern-day maps. We will consider the concept of strategy, which defines an organization, and the various purposes of modern-day geospatial data science, which derives from strategy, in both for-profit and nonprofit organizations. We will review and discuss the tools used in geospatial data science, including analytical platforms like ArcGIS and MapBox, languages like Python, and data sources like the US Census, the HERE road network and the USGS Earth Explorer. We will review and discuss several case studies about how businesses and nonprofits utilize geospatial data science to advance their strategy. In the second group project, students will evaluate a modern-day application of geospatial data science, articulating the lessons from antique maps present in these modern-day maps, as well as any new lessons. Groups will work together to make a presentation about a modern-day map they have studied or about a modern-day map they have made themselves. Topics for group projects could include nonprofit topics like gerrymandering, redlining and climate change or for-profit topics like site selection and advertising effectiveness.

**Requirements/Evaluation:** Discussion and two group projects

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Mix of students with an interest in history, art, and science

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tom Paper is a Williams grad '84 and Stanford MBA, Managing Partner of Webster Pacific, a strategic analytics consultancy; he is also VP of the California Map Society & Founder of The Digital Gallery, a website of exhibits of antique maps and art.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 12:00 pm Tom Paper

### **HIST 27 (W) MinCo in Context: Coalition Building and Student Social Movements Since the 1960s**

Are you curious about how MinCo (Minority Coalition) came into being at Williams College? Do you want to know how meeting minutes, handwritten signs, and oral histories can tell us about how students have built coalitions to pursue and achieve strategic goals in at-times hostile circumstances? Do you want to learn how the creation and flourishing of MinCo fits into a broader history of social movements within higher education? And what is a coalition, anyways? If your answer to any of these questions is yes, then this class is for you! Through a hands-on approach focused on working with primary sources held in the special collections and college archives at Williams, this course invites students not only to learn about MinCo history, but also to do the work of public historians. Along with individual assignments in which students engage with archival sources and current scholarship, the final assignment will be team-produced public history projects that mobilize primary sources to tell a compelling history of coalition-building in MinCo history. The course meets 2 times per week for 3 hours each session, and will include a substantial amount of time conducting research in the college archives.

**Requirements/Evaluation:** Short paper and final project or presentation. Assignments will include individually written object labels (primary source descriptions) and secondary source analysis, as well as a public history project situating a small number of primary sources in historical context and explaining their significance within MinCo history.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Student Survey. First priority will be given to students who are current leaders in MinCo groups. Second priority will be given to students who are members of MinCo groups. Third priority will be any student interested in the topic.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Aly W Corey, PhD is the Associate Director for Inclusive Learning Environments at the Davis Center. Aly's research and teaching expertise is in critical ethnic studies, trans studies, and U.S. musical culture.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **HIST 28 (W) Introduction to Public History**

This course will introduce you to the expansive world of public history: the ways in which history is put to work in the world beyond an academic setting. Our course will explore public history's primary ideas, questions, and the practical concerns confronting public historians in a variety of professional and institutional settings. The course will center around key ideas and themes that inform the world of public history, including memory, shared authority, decolonization, audiences and audience engagement, racial justice, historic preservation, and museum interpretation. To explore public history's manifestations beyond the classroom, this class will include field trips and site visits to museums, monuments, historic sites and preserved structures, and other public history institutions in the Berkshires and western Massachusetts and incorporate guest speakers into our class meetings to secure a wide-ranging introduction to this field and its key concepts. Our class is structured to be reflexive, meaning we will learn about how public history has evolved over time and grapple with the way the field's history frames contemporary social and political issues confronting public historians today. A minimum of 10 hours of time per week will be spent in the classroom, including time at field trips and site visits, and an average of 15-20 hours per week will be spent on outside-of-class work, including travel to and from field visit sites. In addition to travel, time spent outside of class will be used to work on course assignments and complete weekly readings of significant past and present literature in the field. For your final evaluation, you will identify a set of "best practices" with your peers for public historians and choose one of our field site visits to write an exhibit or site review. Ultimately, by the end of this course you will have a strong grounding in the field of public history and formulated your own understanding of what constitutes public history.

**Requirements/Evaluation:** Short paper and final project or presentation. Students will individually write an exhibition or site review that addresses each site's particular history, how its relates to its contemporary administration, and how the site approaches key concepts in public history like audience engagement, social and racial equity, and connects the public to major historical questions/inquiry.

**Prerequisites:** N/A

**Enrollment Limit:** 30

**Enrollment Preferences:** Students will be selected based on seniority and need for a history course to fulfill academic requirements of the institution.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Brian Whetstone is an urban historian, public historian, and historic preservationist whose teaching promotes student engagement with

the ways history informs our understanding of contemporary social and political struggles.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **HIST 30 (W) Workshop in Independent Research**

This course is designed for junior majors and sophomores who are considering pursuing a senior thesis in History. It can either provide students greater experience in independent research or allow for an in-depth exploration of a specific topic under consideration for the thesis. The course will focus on key methods of historical research, such as defining a topic, familiarizing oneself with historiography, and finding and using primary sources. Students may pursue any topic, and assignments may be modified to fit students' particular needs and interests. The majority of class time will consist of individual meetings with the professor as well as consultations with librarians and other experts in your field. Students are expected to devote considerable time outside of class to independent research. The final assignment will be a 10-page paper, which can either be a detailed prospectus for a senior thesis or a research paper.

**Class Format:** independent research

**Requirements/Evaluation:** 10-page paper; weekly short assignments

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** instructor will send students questions over email about their research plans; students with evidence of more formulated plans will receive preference

**Expected Class Size:** 5

**Grading:** pass/fail only

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Roger A. Kittleson

### **HIST 31 (W) Senior Thesis: History**

To be taken by all senior honors students who are registered for HIST 493 (Fall) and HIST 494 (Spring), HIST 31 allows thesis writers to complete their research and prepare a draft chapter, due at the end of Winter Study.

**Class Format:** thesis

**Requirements/Evaluation:** thesis chapter

**Prerequisites:** HIST 493

**Enrollment Limit:** 20

**Enrollment Preferences:** only students writing a thesis in History can enroll for this course

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Aparna Kapadia

### **HIST 99 (W) Independent Study: History**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Roger A. Kittleson

## INTERDISCIPLINARY STUDIES (No Div)

This program is designed to facilitate and promote innovations in curricular offerings in relation both to interdisciplinary conceptual focus and experimental pedagogical form. It provides support for faculty efforts to develop a curriculum that creatively responds to intellectual needs and modes of teaching/learning that currently fall outside the conventional pattern. Faculty members interested in offering courses that fall outside the aegis of departmental or existing interdisciplinary programs submit such courses directly to the Committee on Educational Affairs by the Registrar's deadline for course submission in early spring. Courses that fit within the curricula of departments and interdisciplinary programs, even if interdisciplinary or experimental in nature, are found listed within those departments and programs.

### **INTR 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 AFR 217 WGSS 219 AMST 217 LEAD 219

#### **Primary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 219 (D2) AFR 217 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

**Not offered current academic year**

### **INTR 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

#### **Primary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

### **INTR 240 (F) Philosophy of Education**

**Cross-listings:** PHIL 240 INTR 240

**Secondary Cross-listing**

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion.

**Requirements/Evaluation:** several short papers

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** only first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 240 (D2) INTR 240 (D2)

**Not offered current academic year**

### **INTR 320 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Primary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

### **INTR 322 (S) Race, Culture, Incarceration**

**Cross-listings:** AMST 322 INTR 322 AFR 322 PSCI 313

#### **Primary Cross-listing**

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

**Not offered current academic year**

### **INTR 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 INTR 341 PSCI 373 PHIL 341

#### **Primary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Requirements/Evaluation:** Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Not offered current academic year

### **INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

#### **Primary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

### **INTR 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

#### **Primary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

## Winter Study -----

### **INTR 99 (W) Indep Study: Interdisciplinary**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01

## ROMANCE LANGUAGES (Div I)

### ITALIAN

Chair: Professor Leyla Rouhi

Visiting Assistant Professor: M. Monserrati

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at [cflc.williams.edu/italian](http://cflc.williams.edu/italian).

#### RLIT 101 (F) Elementary Italian

This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester, you will be given training in grammar, pronunciation, aural-oral skills, reading, and writing in Italian by studying a wide range of communication patterns and real-life situations. At the end of the semester, you will be able to use Italian to talk about yourself, describe your family, town, friends, and discuss your interests. You will also be able to talk in Italian about the present and past events and converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, watch clips from mainstream Italian films, and write short compositions. *Conducted entirely in Italian.* The course is taught in person.

**Class Format:** five hours a week with the professor

**Requirements/Evaluation:** participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

**Prerequisites:** none; not open to those who have had one year or more of high school Italian

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 9:00 am - 9:50 am Michele Monserrati

#### RLIT 102 (S) Elementary Italian

This course is designed for beginners who already have some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester, you will continue to learn grammar, vocabulary, pronunciation while improving your aural-oral skills, reading, and writing in Italian. The instructor will present you with a wide range of communication patterns and real-life situations to achieve these goals. At the end of the semester, you will be able to use Italian to talk about yourself, your life, describe your town and history, dreams and interests, and express your opinion on complex topics. You will also be able to talk in Italian about the present, past, and future events and express doubts and hopes. You will understand more complex conversations and clips from mainstream Italian films and write more extended compositions. *Conducted entirely in Italian.*

**Class Format:** Students will meet four times a week with me and once a week with the TA in small groups of 2-3 students.

**Requirements/Evaluation:** participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

**Prerequisites:** RLIT 101; not open to those who have had one year or more of high school Italian

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

SEM Section: 01 M-F 10:00 am - 10:50 am Michele Monserrati

### **RLIT 105 (F) Pathway to Proficiency**

The course taught in Italian aims primarily to fine-tune the student's speaking, reading, and writing ability while introducing the formal study of Italian culture and society by analyzing short literary texts, articles, films, and plays. This course will also explore Italy's lesser-known cultural and natural sites in an attempt to highlight what Italy has to offer in terms of eco-friendly and sustainable tourism and cultural diversity. In the wake of *Black Lives Matter's* quest for social justice, a part of this course will be dedicated to Italian black writers and artists to explore how the Italian colonial past affects Italy's racial discourse and the construction of its national identity. Students will review and expand the previous semesters' grammar structures to achieve a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll. The course is taught in person.

**Requirements/Evaluation:** oral presentations, midterm and final exams, tests, compositions, participation

**Prerequisites:** RLIT 101/102 or by permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Students from 101/102 classes, as well as study-abroad returnees.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Michele Monserrati

### **Winter Study -----**

#### **RLIT 88 (W) Italian Sustaining Program**

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TWR 9:00 am - 9:50 am Michele Monserrati

#### **RLIT 99 (W) Independent Study: Italian**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Leyla Rouhi

**DEPARTMENT of ASIAN LANGUAGES, LITERATURES, & CULTURES**  
**CHINESE, JAPANESE, EAST ASIAN LANGUAGES & CULTURES**

**(Div I & II, see explanation below)**

**Chair: Professor Li Yu**

Cecilia Chang, Frederick Latimer Wells Professor of Chinese; Man He, Assistant Professor of Chinese; Shinko Kagaya, Professor of Japanese; Cornelius C. Kubler, Stanfield Professor of Asian Studies; Christopher M. B. Nugent, Professor of Chinese; Kasumi Yamamoto, Frank M. Gagliardi Professor of Japanese; Li Yu, Professor of Chinese

**Visitors:** Eun Young Seong, Visiting Assistant Professor of Japanese; **Language Fellows:** Ai-Chen Wang, Mo Wu; **Teaching Associate:** Qiqi Chen

**Department Mission Statement and Curricular Goal**

The mission of the Department of Asian Languages, Literatures, and Cultures is to produce “global citizens” who will be able to make contributions in different sectors of society in a globalized and diverse world with multilingual abilities, intercultural communicative competence, and multicultural leadership skills. Graduates of our department will not only achieve proficiency in at least one Asian language but also become competent in intercultural communication. They will develop interpretive and analytical skills using both primary texts and secondary sources and become familiar with the textual and cultural traditions in Asia.

The department offers three distinct major tracks: Chinese, Japanese, and East Asian Languages & Cultures. Each major requires a minimum of ten courses. Up to four study-away credits can be counted toward a major.

**Learning Objectives for the Chinese Major**

Students who complete the requirements for a major in Chinese will be able to:

- Attain the Advanced level in speaking, listening and reading, and Intermediate High level in writing based on the ACTFL proficiency guidelines.
- Read and analyze basic texts written in Classical Chinese.
- Gain intercultural communicative skills to competently navigate a wide range of social and cultural contexts in Chinese-speaking environments.
- Critically read and analyze a variety of Chinese-language primary sources for academic and professional purposes.
- Engage critically with important aspects of the historical and cultural developments and trends in China’s diverse and complex past and present.
- Acquire the skills to enable them to continue their engagement with the target language and culture as lifelong learners and users of Chinese.

**THE MAJOR**

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Mandarin Chinese language courses (CHIN 101, 102, 201, 202, 301, 302, 401, 402) and at least one course in Classical Chinese (CHIN 312). To gain a deeper understanding of Chinese cultural traditions, students should take at least one Chinese core elective in Chinese literary, linguistic, or cultural studies (taught either in English or in Chinese) with prefixes and primary cross-listings in CHIN.

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

**Learning Objectives for the Japanese Major**

Students who complete the requirements for a major in Japanese will be able to:

- Demonstrate linguistic competency/proficiency in comprehending, speaking, reading, and writing in Japanese at the ACTFL Intermediate High to Advanced levels.
- Critically read and analyze a variety of Japanese primary sources for academic and professional purposes.
- Critically engage with Japanese culture, past and present, recognizing its diversity and vibrancy.
- Navigate a wide range of social and cultural contexts by communicating effectively and appropriately with people of other cultures in their local and global communities.

- Continue their engagement with Japanese language and culture as lifelong learners and users of Japanese.

## THE MAJOR

In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least eight Japanese language courses (JAPN 101, 102, 201, 202, 301, 302, 401, 402), at least one Japanese core elective in Japanese literary, linguistic, or cultural studies (taught either in English or in Japanese) with prefixes and primary cross-listings in JAPN, and one approved elective related to Japanese language and culture (including additional JAPN core electives, additional Asian language courses, or Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

### Learning Objectives for the East Asian Languages and Cultures Major

Students who complete the requirements for a major in East Asian Languages and Cultures will be able to:

- Attain a minimum of Intermediate High level in speaking, listening and reading of either Chinese or Japanese, and Intermediate Low level in writing in the language based on the ACTFL proficiency guidelines.
- Acquire research, problem-solving, and critical thinking skills by engaging in linguistic or literary analysis in the field of Chinese studies or Japanese studies.
- Obtain basic intercultural communicative skills to navigate some social and cultural contexts in Chinese- or Japanese-speaking environments.
- Continue their engagement with an Asian language and culture as lifelong learners and users of the target language.
- Students who choose the dual-language option will attain the Advanced level in speaking, listening, and reading in either Chinese or Japanese, and the intermediate level in a second Asian language based on the ACTFL proficiency guidelines.

## THE MAJOR

East Asian Languages and Cultures (EALC) major: In order to develop proficiency and intercultural communicative skills in the language, students are required to complete at least six language courses (or attain a minimum proficiency equivalent to the completion of 302) in one East Asian language offered by the department (currently Chinese Mandarin and Japanese). To gain a deeper understanding of the Chinese or Japanese cultural traditions and to develop research skills in the Chinese or Japanese fields, they should take at least two Chinese/Japanese core electives in literary, linguistic, or cultural studies in their primary focus of study with prefixes and primary cross-listings in CHIN/JAPN, and two approved electives related to Chinese/Japanese language and culture (including additional CHIN/JAPN core electives, additional Asian language courses, or Chinese/Japanese studies courses offered in art, comparative literature, history, music, political science, religion, etc.).

Students placed out of lower-level language courses can take additional approved electives to replace the language course requirement. Electives include core language courses, core electives, and ASIA courses in [the program of Asian Studies](#).

This major offers students who are able to complete the 402 level in either Chinese or Japanese by the end of their sophomore year a dual-language option which will allow them to learn a second Asian language and reach the Intermediate level in speaking that language by the time of graduation. Please consult with the chair or language coordinator for more information about this option.

## LANGUAGE PLACEMENT

Students who have studied or otherwise developed some familiarity with Chinese or Japanese language before coming to Williams and who wish to continue their language study at the college should complete a placement evaluation before pre-registering for a language course. More information about the Chinese placement evaluation can be found at <https://chinese.williams.edu/faq/>. Students who wish to take the Japanese placement test should contact the Japanese faculty.

## THE DEGREE WITH HONORS

The department offers students the option of pursuing a degree with Honors in Chinese, Japanese, or East Asian Languages and Cultures through writing an honors thesis. Honors theses allow students a unique opportunity to undertake an examination of topics and texts with a greater depth than regular courses allow. The great majority of students who undertake the challenge of writing an honors thesis find it to be one of their most rewarding academic experiences at Williams.

Students interested in pursuing a degree with Honors should begin thinking about their thesis topic and materials as early as possible. This is particularly true for students who need to gather materials or conduct research abroad, as this will typically take place during their junior year or the summer between their junior and senior years. It is the responsibility of the student to approach faculty members to inquire about their willingness to serve as a thesis advisor. Ideally, students should have previously taken a course with that faculty member in an area related to the subject matter of the thesis. Faculty members will usually only advise a single thesis per year, and never more than two, with students who first approach the faculty member about serving as advisor being given priority. It is recommended that students approach the faculty members with whom they are interested in

working for their thesis by the end of the fall semester of their junior year.

Students must submit a proposal to the department chair and their intended advisor before they pre-register for senior year courses in the spring of their junior year. The proposal should include a statement of the topic, a general description of the types of materials available for study and how the study will be carried out, and the name of the faculty member who will serve as advisor. If the department approves the thesis proposal, the student should enroll in CHIN 493-W31-494, or JAPN 493-W31-494, depending on their major track. Please note that admission to the honors thesis program will normally be limited to students with a consistent record of honors-level work, as indicated by at least a B+ average in their courses for the major.

Students will typically meet with their advisor once a week at a set time other than office hours. The advisor will present the student with a set of deadlines for different stages in the thesis, ranging from a bibliography to the final draft. While these deadlines will vary for different advisors and theses, two deadlines will apply to all theses, whether analytic or translation. 1) Students must submit a finished first chapter or substantial section of polished translation by the last day of the first semester reading period. If the student misses this deadline, he or she will not be allowed to continue the thesis. 2) The finished thesis is due to the advisor by 4:00 pm on the Monday two weeks after the last day of Spring Recess. The student should submit three copies of the thesis at this time. There will be no extensions.

The department will assign two readers, separate from the advisor, to each thesis. The readers will give a written assessment of the thesis that will be an important factor in the final determination of the student's grades for the thesis and what honors designation, if any, will be given. These written comments will be shared with the student. Within two weeks after submission, the department will schedule an oral defense. This will be a one to one-and-a-half hour session in which the student will give a public presentation of his or her thesis to members of the department and invited guests followed by a question and answer period. A final, corrected copy of the thesis must be submitted to the Technical Services Department of Sawyer Library by 4:00 P.M. on the last day of the final examination period.

In order to qualify for Honors, the department must agree that the student has earned two semester grades of B+ or higher, based on his or her thesis and oral defense. Students whose thesis and defense are deemed by the department to be of exceptional merit will be awarded Highest Honors. A letter from the department chair will inform students of these decisions.

## **COVID-19 CHANGES**

Due to the pandemic, the department has reduced the number of courses required for its majors for the graduating classes of '22, and '23. For these years, the minimum requirements are nine courses as follows:

Chinese major: CHIN 101, 102, 201, 202, 301, 302, 401, 402, 312.

Japanese major: JAPN 101, 102, 202, 202, 301, 302, 401, 402, one approved elective.

East Asian Languages and Cultures major: at least six CHIN/JAPN language courses (or a minimum proficiency equivalent to the completion of 302), two CHIN/JAPN core electives, and one approved elective.

Students with higher language proficiency who are placed out of any of the core language courses (101 through 402) can take an equal number of faculty-approved electives taught either in Chinese/Japanese or in English on literature, linguistics, culture studies or related Chinese or Japanese studies disciplines (e.g., art history, history, political science) to fulfill the core language requirement.

Students who plan to study abroad either during the summer or during their junior year MUST consult with department faculty for advice.

## **STUDY ABROAD**

Students intending to major in the department are strongly encouraged to study in Asia at some point during their time at Williams—for a summer or for a semester or full year. Study-abroad in an immersive environment in the target culture is an indispensable step toward advanced proficiency in a second language. Prospective majors or language students who are planning to study abroad must attend the fall semester study-abroad information sessions organized by the department or discuss their plans with department faculty as far in advance as possible. The department administers the Linen Grants for Summer Study in Asia which fund selected students' summer intensive language study or research projects. Up to four study-abroad courses may be transferred and counted toward graduation and toward the majors offered in the department. Students MUST contact the department faculty BEFORE assuming study-away credit will be granted toward the major in the department. Upon return, students should ask their study-away program to send their transcript to the Registrar's office so that the appropriate number of credits can be transferred and granted by the department chair.

## **DEPARTMENT EMAIL LISTS**

To be informed about the events, activities and funding opportunities in the department, please use your Williams login to sign up for one or more of the following GLOW special interest email lists.

"DALLC Majors and Faculty" (open to all current and prospective Chinese, Japanese, or East Asian Languages and Cultures majors):

<https://glow.williams.edu/enroll/AWTMXP>

"Asia-Related Funding Opportunities" (open to all students who would like to seek internal or external funding related to Asia):

<https://glow.williams.edu/enroll/PGJHAC>

"Special Interest Chinese" (open to all students interested in Chinese language and culture): <https://glow.williams.edu/enroll/XEYMPG>

"Special Interest Japanese" (open to all students interested in Japanese language and culture): <https://glow.williams.edu/enroll/DAYTN3>

### **JAPN 101 (F) Elementary Japanese**

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used extensively. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily classroom performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the Winter Study period; credit granted only if both semesters (JAPN 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 10:00 am - 10:50 am Shinko Kagaya

CON Section: 03 MWF 11:00 am - 11:50 am Shinko Kagaya

### **JAPN 102 (S) Elementary Japanese**

An introduction to modern spoken and written Japanese, the course aims to instill proficiency in Japanese by developing four necessary skills of speaking, listening, reading, and writing to successfully interact with native speakers. The relationship between language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Audio, video and computer--assisted learning materials will be used to facilitate learning. Classes consist of a combination of "act" classes, conducted exclusively in Japanese, where students use the language in various types of drills and communicative activities, and "fact" classes, conducted in Japanese and English, where students learn about the language and culture.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily classroom performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 101

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** students registered for JAPN 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (JAPN 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Kasumi Yamamoto

CON Section: 02 MWF 10:00 am - 10:50 am Shinko Kagaya

CON Section: 03 MWF 11:00 am - 11:50 am Shinko Kagaya

### **JAPN 131 (F) Introduction to Japanese Linguistics: Past, Present and Future of Japanese Language**

**Cross-listings:** JAPN 131 ASIA 131

#### **Primary Cross-listing**

This course is to understand of how and why the Japanese language has developed to its present form and usage. We will first learn basic concepts and methodologies of linguistics, such as how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics and pragmatics). Then, based on sociolinguistics, linguistic typology, anthropological and cognitive linguistics frameworks, we will investigate variations and usages of the Japanese language. Topics will include polite language and honorifics, gender and women's language, onomatopoeia, linguistic landscape, Japanese dialects, language conflicts, language rights (Okinawans, Ainu, and Koreans in Japan), and multilingualism. The course format combines lectures, seminars, and student-facilitated discussions. There will be small quizzes, homework assignments, a final research paper, and a poster presentation of the final project. Although there is no prerequisite, intermediate Japanese proficiency or equivalent is beneficial when analyzing primary data.

**Class Format:** combination of lecture and discussion

**Requirements/Evaluation:** quizzes, one or two discussion facilitation, mid-term exam, poster presentation, and an 8- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 131 (D1) ASIA 131 (D1)

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kasumi Yamamoto

### **JAPN 201 (F) Intermediate Japanese**

This course is a continuation of First-Year Japanese 101-102, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily performance, homework, quizzes, chapter tests, and a final exam

**Prerequisites:** JAPN 101-102 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Eun Young Seong

CON Section: 02 MWF 9:00 am - 9:50 am Eun Young Seong

CON Section: 03 MWF 10:00 am - 10:50 am Eun Young Seong

### **JAPN 202 (S) Intermediate Japanese**

This course is a continuation of Japanese 201, further developing the four skills of speaking, listening, reading, and writing. The same general methodology will be used. Upon completing the course, students will have been introduced to most of the major structural patterns of contemporary Japanese and will be able to read simple expository prose.

**Class Format:** fact classes, three hours per week; act classes three hours per week

**Requirements/Evaluation:** daily performance, homework, quizzes, chapter tests, and a final exam

**Prerequisites:** JAPN 201 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Eun Young Seong

CON Section: 02 MWF 9:00 am - 9:50 am Eun Young Seong

CON Section: 03 MWF 10:00 am - 10:50 am Eun Young Seong

### **JAPN 220 (S) Being Korean in Japan (DPE)**

**Cross-listings:** JAPN 220 ASST 220 ASIA 220

#### **Primary Cross-listing**

Who are Zainichi Koreans (Koreans in Japan)? How are they different from Koreans in Korea or in the United States? Contemporary Korean TV dramas and films have depicted Koreans as attractive and successful people appealing to Hallyu (Korean Wave) fans around the world. However, Zainichi Koreans, who are the largest ethnic minority in Japan, have been frequently portrayed as abusive husbands/fathers, pitiful wives/mothers, or juvenile delinquents in both Japanese and Korean cinema and literature. Through close readings of films, novels, and short essays, we will explore little-known yet significant representations of Zainichi Koreans by focusing on Japanese and Korean historical contexts. By doing so, we will discover new aspects of transnational exchange not only between Japanese and Koreans, but also between South and North Koreans in Japan. All class materials will be available in English translation or with English subtitles.

**Requirements/Evaluation:** attendance/participation; short written responses; midterm essay; group presentation; final essay

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Open to all students, but if over-enrolled, priority will be given to Asian Studies and Japanese majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 220 (D1) ASST 220 (D1) ASIA 220 (D1)

**Difference, Power, and Equity Notes:** This course looks at the dynamics of unequal power in the social marginality of Korean immigrants in Japan. Exploring historical contexts, students will analyze how the ethnic particularity of the Korean minority has engaged with and against Japanese society. Students will also examine how we might associate the minority culture and history with extensive global issues, including the relationships between environmental problems and minorities, wars and women, and imperialism and migration.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives GBST East Asian Studies Electives

**Not offered current academic year**

**JAPN 223 (S) Japanese Food Culture in a Global Context (DPE)****Cross-listings:** JAPN 223 COMP 223**Primary Cross-listing**

The burgeoning popularity of Japanese food on a global scale has resulted in a surge of new research, literature, and films. Conversely, the effects of globalization have transformed the dining experience within Japan to be ever more multiethnic. This interdisciplinary course explores the complex relationship between food and culture in Japan, and the emergence of Japanese cuisine as a global phenomenon, referring to a variety of materials and practices. Topics to be addressed include modernization, nation-building, militarization, globalization, the environment, and popular culture.

**Requirements/Evaluation:** active class participation, three response papers, two small written report (including class presentations), and one research paper and presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 223 (D1) COMP 223 (D1)

**Difference, Power, and Equity Notes:** This course explores the complex relationship between food and culture in and out of Japan, in relation to a variety of topics such as modernization, nation-building, militarization, globalization, environmentally sustainable development, and popular culture. Students will have the opportunity to critically analyze how various social/cultural, historical, and political contexts shaped and unveiled (in)difference, (dis)power, and (in)equity in food production and consumption.

Spring 2023

SEM Section: 01 Cancelled

**JAPN 240 (S) Toward Healing Trauma in Japanese and Korean Cinema (DPE)****Cross-listings:** ASIA 240 JAPN 240**Primary Cross-listing**

This course examines Japanese and Korean cinema from the 1930s to the present, with a focus on narratives of trauma. We will analyze cinematic representations of social conflicts caused by continuous negotiations of tradition and progress, gender and identity, and everyday life and war wounds in the transition from imperial/colonial to post-imperial/post-colonial periods. Along with exploring historical contexts, we will compare the ways in which Japanese and Korean filmmakers have confronted social injustice by addressing the pain of trauma. In doing so, we will discover the meanings of cultural confrontation in the process of healing and reconciliation in our society. All readings and screenings will be available in English translation or with English subtitles.

**Requirements/Evaluation:** class attendance and participation, weekly GLOW posts, two short essays (4-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Open to all students, but if over-enrolled, priority will be given to majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 240 (D1) JAPN 240 (D1)

**Difference, Power, and Equity Notes:** This course traces the trajectories of Japanese and Korean films that deal with contentious issues which have

left deep scars in society, including the legacies of Japanese colonialism and Cold War politics in East Asia. Students will have the opportunity to think critically about the implications of such cultural representations of social wounds and injustice on the way toward reconciliation.

Not offered current academic year

### **JAPN 301 (F) Upper-Intermediate Japanese**

This course is a continuation of Japanese 201 and 202. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. The same general methodology will be used. In this course, students begin to emphasize vocabulary building through the study of situationally oriented materials stressing communicative competence. The reading of expository prose in both semi-authentic and authentic materials of intermediate difficulty will also receive some extensive attention.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 202 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Shinko Kagaya

### **JAPN 302 (S) Upper-Intermediate Japanese**

This course is a continuation of Japanese 301. Students will further develop the four skills of speaking, listening, reading, and writing, while consolidating the foundations built in Elementary and Intermediate Japanese. In this course, students work on the reading skills for comprehending primary source materials and expository prose of intermediate difficulty; the communication skills for conducting practical conversations and presentations; and the listening skills for interpreting various types of information.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes, a midterm, and a final exam

**Prerequisites:** JAPN 301 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Shinko Kagaya

### **JAPN 401 (F) Advanced Japanese**

This course is a continuation of Japanese 301 and 302. Students will develop the four skills of speaking, listening, reading, and writing in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes and projects (presentations)

**Prerequisites:** JAPN 302 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Eun Young Seong

**JAPN 402 (S) Advanced Japanese**

A continuation of Japanese 401, developing speaking, listening, reading, and writing skills in the discussion of social issues in contemporary Japan. Topics may vary according to the level of the students.

**Class Format:** three 75-minute classes

**Requirements/Evaluation:** daily performance, homework, quizzes and projects (presentations)

**Prerequisites:** JAPN 401 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Kasumi Yamamoto

**JAPN 493 (F) Senior Thesis: Japanese**

Japanese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Li Yu

**JAPN 494 (S) Senior Thesis: Japanese**

Japanese senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Li Yu

**JAPN 497 (F) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Li Yu

**JAPN 498 (S) Independent Study: Japanese**

Japanese independent study. For students who have completed Japanese 402 or the equivalent.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Li Yu

**Winter Study -----**

**JAPN 12 (W) The Art of Writing: Introduction to Arabic and Japanese Calligraphy**

Calligraphy is an art of elegant penmanship that is closely connected to philosophy, spirituality, literature, and poetry. This course introduces students to two different traditions of calligraphy, namely those of Arabic and Japanese, exploring their distinct characters as well as similarities. How has master-apprentice learning shaped each? How have these artforms developed in modern times? How are different aesthetics valued in each? And what are the themes and ideas shared between these two different traditions? At the theoretical level, students will explore historical, cultural, philosophical, and spiritual backgrounds of Arabic and Japanese calligraphy as well as material dimensions of the two traditions-how inks, pens, brushes, and paper are produced. At the practical level, students will be introduced to the execution of lettering with traditional tools, exploring self-expression through the art of writing. Students will be encouraged to consider how balance can be found in that which comprises both order and chaos, form and obscurity, and word and image. In class (6 hours per week), students will engage in hands-on activities, learning the basic techniques of Arabic and Japanese calligraphy. Class time also includes short lectures on theoretical and practical aspects of the two traditions. Through this course, students will learn to use calligraphy as a meditation tool, one that cultivates inner focus and attention to breathing and bodily movements. Outside class, students will be required to practice daily ten-minute calligraphy meditation sessions. Evaluation for this course is based on attendance at each session, a final calligraphy work, and in-class presentation on the piece. No previous knowledge of Arabic/Japanese or experience with calligraphy is required for this course. The class is open to students interested in both/either of two calligraphy traditions.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** n/a

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Arabic Studies and the Department of Asian Languages, Literatures, and Cultures if the course is overenrolled.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Eriko Okamoto is a research associate in Arabic Studies at Williams College. She has studied Arabic calligraphy in the US and the Middle East and has trained in Japanese calligraphy for over 20 years.

**Materials/Lab Fee:** \$35

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TRF 1:00 pm - 2:50 pm Eriko Okamoto

**JAPN 25 (W) Exploring Kyoto Culture: How 1200 years of cultural history continues throughout today**

Kyoto, the former imperial capital of Japan has 1200 years of history. It is referred to as Japan's cultural treasure house and thrives on its ancient heritage in architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto's appearances can be deceiving. You will find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between modernization and tradition is Kyoto's fascination. The

purpose of this travel course is to explore the cultural history of Kyoto and how it is perpetuated and transformed in a modern era. Students will visit various sites and artists/artisans in Kyoto. Through these experiences, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course will be conducted on campus. Students conduct research in pairs to acquire additional in-depth knowledge on one selected area of Kyoto's art/craftsmanship. For the second and third week, the class will travel to Kyoto. We will first explore the city of Kyoto to develop an idea of how its cultural history progressed from courtly culture in the Heian period, to samurai tradition in the Medieval periods, and aspects of religious ceremonies, Noh Theater and tea ceremonies. We will also visit four to five artisan/artist studios, including hands on experiences at some studios. Students are expected to participate in all the scheduled activities, keep a daily journal, and participate in daily reflections. At the end of the Kyoto visit, students will summarize their reflections and present their views on Japanese traditional and modern art/craft/performance to the local community and to the Kyoto artists/artisans at a public forum. The class will return to campus towards the end of the third week.

**Requirements/Evaluation:** post daily blog to the course website and a public PowerPoint presentation in Kyoto

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** personal statements and completion of course(s) related to Japan

**Expected Class Size:** 8

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,700

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Shinko Kagaya

### **JAPN 31 (W) Senior Thesis: Japanese**

To be taken by all students who are candidates for honors in Japanese.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Li Yu

### **JAPN 88 (W) Japanese Sustaining Program**

Students registered for JAPN 101-102 are required to attend and pass the Japanese Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation

**Prerequisites:** Japanese 101

**Grading:** pass/fail option only

**Materials/Lab Fee:** one Xerox packet

Winter 2023

LAB Section: 01 MWR 9:00 am - 9:50 am Kasumi Yamamoto

### **JAPN 99 (W) Independent Study: Japanese**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is

approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Li Yu

## JEWISH STUDIES (Div II)

Chair: Professor Edan Dekel

### Advisory Committee

- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Alexandra Garbarini, Charles R. Keller Professor of History; on leave 2022-2023
- Jeffrey I. Israel, Chair and Associate Professor of Religion

### THE PROGRAM IN JEWISH STUDIES

Jewish Studies is an interdisciplinary field that encompasses the texts, history, languages, philosophy, and culture of Jews and Judaism as they have changed over three millennia and throughout the world. The program offers courses in multiple disciplines including but not limited to Religion, Classics, History, Philosophy, Anthropology, Sociology, and Comparative Literature. Across these disciplines, the program examines topics such as religious belief and practice, textual interpretation, the development of Zionism, life in the Diaspora, the historicization and memorialization of the Holocaust, and historical, political and philosophical questions surrounding Jewish identity. Investigating the foundations and development of these various Jewish topics, as well as their interaction with and influence on other traditions, provides an opportunity to explore the continuities and diversity of Jewish life and thought. Students will gain exposure to a common body of knowledge and scholarly approaches through which to engage in their own rich and varied intellectual explorations of Jewish and related topics.

### CONCENTRATION IN JEWISH STUDIES

The concentration in Jewish Studies requires five courses with at least two different prefixes: one gateway course, two core courses, one elective, and one capstone course. Senior concentrators should consult with the chair about arrangements for a capstone course.

#### Gateway Courses (can also count as core courses):

[REL 203 / JWST 101\(F\) SEM Judaism: Before The Law](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

#### Core Courses

[ANTH 334 / COMP 334 / JWST 334 / REL 334\(S\) SEM Imagining Joseph](#)

Taught by: [Peter Just](#)  
[Catalog details](#)

[ARAB 363 / JWST 268 / REL 268 / COMP 363 SEM Where are all the Jews?](#)

Taught by: [Brahim El Guabli](#)  
[Catalog details](#)

[HIST 230 / JWST 230 LEC Modern European Jewish History, 1789-1948](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[HIST 338 / REL 296 / JWST 338 LEC The History of the Holocaust](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM The Meaning of Diaspora and the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[HIST 490 / JWST 490 TUT Memory, History, and the Extermination of the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[REL 205 / CLAS 205 / JWST 205 / COMP 217 SEM Ancient Wisdom Literature](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 206 / COMP 206 / JWST 206 SEM The Book of Job and Joban Literature](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 207 / CLAS 207 / JWST 207 / COMP 250 SEM From Adam to Noah: Literary Imagination and the Primeval History in Genesis](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)

[REL 208 / COMP 207 / JWST 208 SEM Genesis: The Family Saga](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)  
[REL 209 / JWST 209 SEM Jewish America](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)  
[REL 222 / COMP 211 / JWST 222 SEM The Jewish Art of Interpretation](#)

Taught by: [Edan Dekel](#)  
[Catalog details](#)  
[REL 249 / JWST 249 SEM Anti-Semitism](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)  
[REL 259 / ENGL 259 / JWST 259 SEM Ethics of Jewish American Fiction](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)  
[REL 330 / PSCI 375 / JWST 492\(S\) SEM Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

## Elective Courses

Students may meet the elective requirement with a course partially related to Jewish Studies or another core course. In an elective course partially related to Jewish Studies, a student will normally focus at least one of the major writing assignments on a topic relevant to Jewish Studies or approximately one-third of the course will be devoted to Jewish subjects. The list of relevant electives changes regularly, so the course catalog should be checked for details. Listed below are examples of courses partially related to Jewish Studies. Students may meet the elective requirement with a course not listed here, subject to the approval of the Chair of Jewish Studies.

[CRHE 101\(F\) LEC Elementary Hebrew](#)

Taught by: [Shaina Adams-El Guabli](#)  
[Catalog details](#)

[CRHE 102\(S\) LEC Elementary Hebrew](#)

Taught by: [Shaina Adams-El Guabli](#)  
[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)

[HIST 239 SEM Germany in the Twentieth Century](#)

Taught by: [Thomas Kohut](#)  
[Catalog details](#)

[HIST 409 / ARAB 409 / GBST 409 SEM Crescent, Cross, and Star. Religion and Politics in the Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)

[PSCI 339 / JWST 339 TUT Politics in Dark Times: Hannah Arendt](#)

Taught by: [Laura Ephraim](#)  
[Catalog details](#)

## Capstone Course

[HIST 433 / JWST 433\(F\) SEM Colonialism and the Jews](#)

Taught by: [Maud Mandel](#)  
[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM The Meaning of Diaspora and the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[HIST 490 / JWST 490 TUT Memory, History, and the Extermination of the Jews of Europe](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[REL 330 / PSCI 375 / JWST 492\(S\) SEM Modern Jewish Political Theory](#)

Taught by: [Jeffrey Israel](#)  
[Catalog details](#)

## THE DEGREE WITH HONORS IN JEWISH STUDIES

The degree with honors offers students the opportunity to undertake advanced research under the supervision of one or more of the faculty members in Jewish Studies. Students normally must have at least a 3.5 GPA in the concentration and secure a faculty sponsor to be eligible. In addition to completing the five courses required for the concentration, candidates must enroll in either JWST 493 and a Winter Study course or a

Winter Study course and JWST 494 in their senior year, and prepare a substantial written thesis. Honors in Jewish Studies may be granted to concentrators after an approved candidate completes an honors thesis and is awarded an honors grade by her/his advisor and one other faculty reader. Students interested in becoming candidates for honors should consult with the program in the spring of the junior year.

### **Croghan Professorship**

Each year, in addition to the regular course offerings listed above, Williams sponsors the Croghan Bicentennial Visiting Professor in Religion who offers one course in Judaism and/or Christianity

### **OVERSEAS STUDIES**

Studying in Israel is highly recommended for students interested in Jewish Studies. Many students have spent a semester or year at Hebrew University, Tel Aviv University, or the University of Haifa. With the approval of the Jewish Studies program chair, students may count a study-abroad program towards up to two core requirements.

### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Gateway course and Capstone course.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

### **FUNDING**

The Bronfman Fund for Judaic Studies was established in 1980 by Edgar M. Bronfman '50, Samuel Bronfman II '75, and Matthew Bronfman '80. The Bronfman Fund provides opportunities for the Williams community to learn about Jewish history and culture, both within the College's formal curriculum and through the planning of major events on Jewish themes.

The Morris Wiener and Stephen R. Wiener '56 Fund for Jewish Studies was established in 1997 through the estate of Stephen R. Wiener '56. The Wiener gifts have provided an endowment to support a faculty position in modern Jewish thought, and are used to underwrite an annual lecture, forum or event relevant to contemporary Jewish life.

### **JWST 101 (F) Judaism: Before The Law**

**Cross-listings:** REL 203 JWST 101

#### **Secondary Cross-listing**

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century

Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts, Franz Kafka's *The Trial* with his parable "Before The Law," ethnographic accounts of contemporary Jewish observance, and much else. *All readings will be in translation.*

**Requirements/Evaluation:** class participation, three short papers, and a final longer paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors and students who are considering these options

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 203 (D2) JWST 101 (D2)

**Attributes:** JLST Interdepartmental Electives JWST Gateway Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

### **JWST 205 (S) Ancient Wisdom Literature**

**Cross-listings:** JWST 205 CLAS 205 REL 205 COMP 217

#### **Secondary Cross-listing**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 205 (D2) CLAS 205 (D2) REL 205 (D2) COMP 217 (D1)

**Attributes:** JWST Core Electives

**Not offered current academic year**

### **JWST 206 (S) The Book of Job and Joban Literature**

**Cross-listings:** JWST 206 REL 206 COMP 206

#### **Secondary Cross-listing**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the

cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in translation.*

**Class Format:** For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 206 (D2) REL 206 (D2) COMP 206 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

**Cross-listings:** COMP 250 REL 207 JWST 207 CLAS 207

Secondary Cross-listing

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. *All readings are in translation.*

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation and several writing assignments.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

## **JWST 208 (S) Genesis: The Family Saga**

**Cross-listings:** COMP 207 REL 208 JWST 208

### **Secondary Cross-listing**

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage, parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

**Requirements/Evaluation:** class participation, a series of short writing assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in Biblical literature

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

**Attributes:** JWST Core Electives

**Not offered current academic year**

## **JWST 209 (S) Jewish America**

**Cross-listings:** REL 209 JWST 209

### **Secondary Cross-listing**

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie*, *Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

**Requirements/Evaluation:** class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 209 (D2) JWST 209 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 217 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207 GBST 102

#### **Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **JWST 222 (F) The Jewish Art of Interpretation**

**Cross-listings:** JWST 222 REL 222 COMP 211

#### **Secondary Cross-listing**

*Turn it and turn it, for everything is in it.* This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

**Requirements/Evaluation:** class participation, regular short written and oral assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 222 (D2) REL 222 (D2) COMP 211 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 230 (F) Modern European Jewish History, 1789-1948**

**Cross-listings:** HIST 230 JWST 230

#### **Secondary Cross-listing**

What does it mean to be a Jew? The vexed question of Jewish identity emerged anew at the end of the eighteenth century in Europe and has dominated Jewish history throughout the modern period. Although Jewish emancipation and citizenship followed different paths in different parts of Europe, in general Jews were confronted by unprecedented opportunities for integration into non-Jewish society and unprecedented challenges to Jewish communal life. Focusing primarily on France and Germany, and to a lesser extent on the Polish lands, this course will introduce students to the major social, cultural, religious, and political transformations that shaped the lives of European Jews from the outbreak of the French Revolution to the aftermath of World War II. We will explore such topics as emancipation, Jewish diversity, the reform of Judaism, competing political ideologies, Jewish-gentile relations, the rise of modern antisemitism, the role of Jewish women, interwar Jewish life and culture, Jewish responses to Nazism and the Holocaust, and the situation of Jews in the immediate postwar period. In addition to broad historical treatments, course materials will include memoirs, diaries, and fiction.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two papers, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Jewish studies concentrators, first-years, sophomores

**Expected Class Size:** 10-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 230 (D2) JWST 230 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Not offered current academic year

### **JWST 249 (S) Anti-Semitism (DPE)**

**Cross-listings:** JWST 249 REL 249

#### **Secondary Cross-listing**

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

**Requirements/Evaluation:** Three 5-7 page papers, class participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 249 (D2) REL 249 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 259 (S) Ethics of Jewish American Fiction**

**Cross-listings:** ENGL 259 JWST 259 REL 259

Secondary Cross-listing

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

**Requirements/Evaluation:** class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **JWST 268 (F) Where are all the Jews? (DPE) (WS)**

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

Secondary Cross-listing

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and

anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

Not offered current academic year

**JWST 280 (F) Art at its Limits: Representing the Holocaust (DPE) (WS)**

**Cross-listings:** COMP 280 JWST 280 GERM 280

Secondary Cross-listing

The Holocaust poses unique challenges to art: it is an event that unsettles the very notion of representation while, at the same time, also demanding it. Art, after all, is a mode of witnessing as well as a form of commemoration; it allows survivors to record their testimony and later generations to remember. Yet the representation of suffering can all too easily become exploitative or aestheticizing, it can turn pain into entertainment and history into fiction. How, then, do writers, artists, and filmmakers navigate the representation of the Shoah if it resists comprehension and undermines traditional forms of narrative? In this course, we will ask if and how art can do justice to a catastrophe of such magnitude as the Holocaust by analyzing different forms of media from a variety of cultural backgrounds. What can poetry offer that remains foreclosed to prose? Was Art Spiegelman's graphic novel *Maus* really in bad taste? How should documentaries approach the Shoah, and is there a place for Hollywood films in the archives of commemoration? Texts among others by Tadeusz Borowski, Tadeusz Ró'ewicz, Art Spiegelman, Paul Celan, Primo Levi, Sylvia Plath, Hannah Arendt, Theodor W. Adorno, Jacques Derrida, and Maurice Blanchot; films by Quentin Tarantino, Claude Lanzmann, Pawe' Pawlikowski, and Steven Spielberg.

**Requirements/Evaluation:** three 2-page critical responses, oral presentation, final project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** German and Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 280 (D1) JWST 280 (D2) GERM 280 (D1)

**Writing Skills Notes:** Three 2-page papers spaced over the course of the semester on which students will receive detailed feedback and which they

will be able to revise; the final project will either be a 10-page paper or a creative project accompanied by a 4-page reflection that will consider the creative component in relation to the themes of the course. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course will examine how art can help us think about the catastrophic abuses of power in the Third Reich. While many of the texts we will examine focus on the stories of Jewish people, the class will also consider how the narratives of other persecuted groups, including the Sinti and Roma, people with disabilities, and LGBTQ victims and survivors, relate to and differ from these experiences.

Not offered current academic year

### **JWST 334 (S) Imagining Joseph**

**Cross-listings:** REL 334 JWST 334 COMP 334 ANTH 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Requirements/Evaluation:** occasional response papers; substantial final project and paper; class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 334 (D2) JWST 334 (D2) COMP 334 (D2) ANTH 334 (D2)

**Attributes:** JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

### **JWST 338 (F) The History of the Holocaust**

**Cross-listings:** HIST 338 JWST 338 REL 296

Secondary Cross-listing

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Not offered current academic year

### **JWST 339 (S) Politics in Dark Times: Hannah Arendt (WS)**

**Cross-listings:** PSCI 339 JWST 339

Secondary Cross-listing

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

**Requirements/Evaluation:** five 5-page papers; five 2-page responses; participation

**Prerequisites:** a prior course in political theory, philosophy, or critical theory, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Theory concentrators, Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 339 (D2) JWST 339 (D2)

**Writing Skills Notes:** You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

Secondary Cross-listing

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of

colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

**JWST 433 (F) Colonialism and the Jews** (DPE) (WS)

**Cross-listings:** JWST 433 HIST 433

**Secondary Cross-listing**

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates"; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will be graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

### **JWST 434 (S) The Meaning of Diaspora and the Jews of Europe (WS)**

**Cross-listings:** REL 335 HIST 434 JWST 434

#### **Secondary Cross-listing**

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

**Requirements/Evaluation:** class participation, several short papers, oral presentations, and a 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

**Writing Skills Notes:** Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

**Not offered current academic year**

## **JWST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)**

**Cross-listings:** HIST 490 JWST 490

### **Secondary Cross-listing**

This course is about the postwar legacy of the Holocaust. Nazi Germany's extermination of European Jews has become a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

**Class Format:** tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written paper on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 490 (D2) JWST 490 (D2)

**Writing Skills Notes:** Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

**Not offered current academic year**

## **JWST 492 (S) Modern Jewish Political Theory**

**Cross-listings:** PSCI 375 JWST 492 REL 330

### **Secondary Cross-listing**

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

**Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to

20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)

**Attributes:** JWST Capstone Course JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jeffrey I. Israel

**JWST 493 (F) Senior Thesis: Jewish Studies**

Jewish Studies thesis.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Jeffrey I. Israel

**JWST 494 (S) Senior Thesis: Jewish Studies**

Jewish Studies thesis.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Jeffrey I. Israel

**JWST 497 (F) Independent Study: Jewish Studies**

Jewish Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jeffrey I. Israel

**JWST 498 (S) Independent Study: Jewish Studies**

Jewish Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Jeffrey I. Israel

**Winter Study** -----

**JWST 31 (W) Senior Thesis: Jewish Studies**

Jewish Studies senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Edan Dekel

**JWST 99 (W) Independent Study: Jewish Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Edan Dekel

## JUSTICE AND LAW STUDIES (Div II)

Chair: Lecturer in Humanities Alan Hirsch

### Advisory Committee

- Melissa J. Barry, Professor of Philosophy; on leave Fall 2022
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Sara Dubow, Associate Dean of the Faculty, Professor of History; affiliated with: Dean of the Faculty's Office, History
- William M. Gentry, Carl Van Dyne Professor of Economics
- Nimu Njoya, Lecturer in Political Science
- James L. Nolan, Washington Gladden 1859 Professor of Sociology; on leave 2022-2023
- Cheryl Shanks, Professor of Political Science

Justice and Law Studies is an interdepartmental program designed to give students a background in and framework for understanding the ways that philosophers, government officials, and others think about justice, and the related ways in which societies marshal power and implement law. This liberal arts program provides tools for thinking critically and arguing about what justice might entail, how it works in practice, and how rules, aspirations, laws, and norms evolve over time and in different parts of the world.

### THE CONCENTRATION

The concentration in Justice and Law Studies consists of six courses: an interdisciplinary introductory course, four electives taken from at least two departments, and a senior seminar. Electives are listed below. Other courses, not listed below, may be approved by the Chair.

Students may declare a program concentration at any point during their academic career.

### Senior Seminar

In 2018-19, the senior seminar will be *The Unwritten Constitution* taught by Professor Hirsch.

### Electives

[AFR 132 / AMST 132 / PSCI 132 SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 318 / PSYC 334 SEM Defining and Disrupting the School-to-Prison Pipeline](#)

Taught by: Kelsey Jones

[Catalog details](#)

[AMST 401 SEM Policing Nations: Indigenous Nations and the Carceral State](#)

Taught by: Margaux L. Kristjansson

[Catalog details](#)

[ECON 374 TUT Poverty and Public Policy](#)

Taught by: [Lara Shore-Sheppard](#)

[Catalog details](#)

[ECON 470 SEM The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ENGL 407 / COMP 407 SEM Literature, Justice and Community](#)

Taught by: Christopher Pye

[Catalog details](#)

[ENVI 250 / STS 250 SEM Environmental Justice](#)

Taught by: [Laura Martin](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[HIST 152 / WGSS 152 SEM The Fourteenth Amendment and the Meanings of Equality](#)

Taught by: [Sara Dubow](#)

[Catalog details](#)

[HIST 158 / AFR 158\(S\) SEM North of Jim Crow, South of Freedom](#)

Taught by: [Tyran Steward](#)

[Catalog details](#)

[HIST 167 / AFR 167 / AMST 167 SEM Let Freedom Ring? African Americans and Emancipation](#)

Taught by: [Gretchen Long](#)

[Catalog details](#)

[INTR 322 / PSCI 313 / AFR 322 / AMST 322 SEM Race, Culture, Incarceration](#)

Taught by: TBA

[Catalog details](#)

[INTR 343 / AFR 343 / AMST 343 / WGSS 343\(S\) TUT Representations of Racial-Sexual Violence from Enslavement to Emancipation](#)

Taught by: [Joy James](#)

[Catalog details](#)

[PHIL 114 SEM Freedom and Society](#)

Taught by: [Justin Shaddock](#)

[Catalog details](#)

[PHIL 119\(S\) SEM Why Obey the Law?: On Justice and Freedom in Western Political Philosophy](#)

Taught by: [Jana Sawicki](#)

[Catalog details](#)

[PHIL 122\(F\) TUT Philosophical Approaches to Contemporary Moral Issues](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PHIL 337 TUT Justice in Health Care](#)

Taught by: [Julie Pedroni](#)

[Catalog details](#)

[PSCI 201\(F, S\) LEC Power, Politics, and Democracy in America](#)

Taught by: [Matthew Tokeshi](#), [Justin Crowe](#)

[Catalog details](#)

[PSCI 216 / LEAD 216\(F\) LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 217 / LEAD 217\(S\) LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 223\(F\) LEC International Law](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSCI 234\(S\) SEM Freedom](#)

Taught by: [Mark Reinhardt](#)

[Catalog details](#)

[PSCI 332 TUT The Body as Property](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSCI 334 SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSYC 349\(S\) SEM Psychology and Law](#)

Taught by: [Stephanie Cardenas](#)

[Catalog details](#)

[PSYC 416 SEM Psychology of Nonviolence](#)

Taught by: TBA

[Catalog details](#)

[REL 203 / JWST 101\(F\) SEM Judaism: Before The Law](#)

Taught by: [Jeffrey Israel](#)

[Catalog details](#)

[REL 243 / ARAB 243 / WGSS 243 / HIST 302 SEM Islamic Law: Past and Present](#)

Taught by: [Saadia Yacoob](#)

[Catalog details](#)

[SOC 218 LEC Law and Modern Society](#)

Taught by: [James Nolan](#)

[Catalog details](#)

[WGSS 376 SEM Sex, Gender, and the Law in U.S. History](#)

Taught by: TBA

[Catalog details](#)

## **STUDY ABROAD**

Students who study abroad should consult with the program chair to ensure that they can complete the requirements. Courses abroad may qualify as JLST electives if appropriate.

### **JLST 101 (S) Introduction to Justice and Law**

This course will examine various aspects of America's legal system, including its historical and constitutional underpinnings; the processes of resolving disputes, e.g., trials, plea-bargaining, and civil settlement; and the roles of diverse participants in the system, e.g., judges, jurors, litigants, lawyers, and legislators. The course will emphasize the deeply interdisciplinary nature of law, exploring the law's intersections with politics, history, economics, anthropology, statistics, psychology, philosophy, art, sports, science, religion, and cyberspace.

**Class Format:** lecture-discussion

**Requirements/Evaluation:** three papers, a final exam, and class participation; attendance is mandatory; Williams' honor code applies to all assignments

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Alan Hirsch

### **JLST 272 (S) Free Will and Responsibility (WS)**

**Cross-listings:** PHIL 272 JLST 272

**Secondary Cross-listing**

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

**Requirements/Evaluation:** Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

**Prerequisites:** one PHIL course

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 272 (D2) JLST 272 (D2)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

**Not offered current academic year**

**JLST 397 (F) Independent Study: Legal Studies**

Legal Studies independent study. Open only under the supervision of a member of the Legal Studies Advisory Committee.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

**JLST 398 (S) Independent Study: Legal Studies**

Legal Studies independent study. Open under the supervision of a member of the Legal Studies Advisory Committee.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Alan Hirsch

**JLST 401 (S) The Unwritten Constitution**

"The eight thousand words of America's written constitution only begin to map out the basic ground rules that actually govern our land." So begins Akhil Amar's book *America's Unwritten Constitution*. Amar recasts the debate over whether America has a "living Constitution," a debate usually revolving around whether change in constitutional meaning requires resort to the formal amendment process or can be achieved through judicial interpretation. Amar supports the latter view, but proposes something far-reaching: history itself effectively amends the Constitution. Thus, for example, he argues that speeches by Martin Luther King and precedents set by George Washington, as well as the daily activities and assumptions of ordinary Americans, have become constitutional subtext requiring consideration when we interpret the Constitution. Is that notion convincing? Preposterous? A healthy way of understanding the inevitable intersection of law, history, and politics? A transparent excuse to read one's own views into the Constitution? Through a careful reading of Amar, and other important constitutional theorists, we will probe different ways of thinking about the supreme law of the land.

**Requirements/Evaluation:** three papers and class participation

**Prerequisites:** PSCI 216 or PSCI 217 (or consent of the instructor)

**Enrollment Limit:** 19

**Enrollment Preferences:** Justice and Law Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Alan Hirsch

**Winter Study -----****JLST 10 (W) Policing the Police**

Recent high-profile killings of civilians by the police, including George Floyd and Breonna Taylor, have led to increased public scrutiny of law enforcement. Police departments are also facing unprecedented challenges in hiring and keeping officers. In this course, we will study the potential avenues for changing how police operate and the systemic issues that impede reform by using films, articles, case law, and guest lectures. We will begin by looking at the historical responses to police misconduct, including internal affairs investigations and criminal prosecution of individual officers. We will also analyze the affirmative privileges provided to the police and the impact of these procedural protections on accountability. We will then explore current appeals for structural reform by examining recent federal investigations of police departments, including Newark, NJ and Ferguson, MO. Class will meet twice per week, and students will choose an aspect of the issues engaged with as a subject for their final research paper.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Samantha Soto is a civil rights and employment attorney whose practice includes advising police departments on discipline of officers and conducting investigations into discrimination claims. She is a graduate of Williams College and Columbia Law School.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 1:00 pm - 3:50 pm Samantha A. Soto

**JLST 99 (W) Independent Study: Legal Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Alan Hirsch

## CLASSICS (Div I)

### LATIN

**Chair: Professor Amanda Wilcox**

- Nicole G. Brown, Assistant Professor of Classics
- Kerry A. Christensen, Garfield Professor of Ancient Languages
- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Sarah E. Olsen, Assistant Professor of Classics
- Amanda R. Wilcox, Chair and Professor of Classics

The course offerings in Classics enable students to explore the ancient Greek, Roman, and Mediterranean worlds from various perspectives, including literature, history, art, archaeology, philosophy, and religion. Courses are of two types: language (Greek and Latin) and courses in which all the readings are in English translation (Classical Studies). The 100-level language courses are intensive introductions to Greek and Latin grammar and reading skills; the 200-level language courses combine grammar review with primary readings from Greek or Latin texts of key historical periods; Latin 302 and the 400-level language courses are seminars that explore in depth selected authors or topics and the methods of analysis appropriate to each of them. Classical Studies courses offer introductions to and more specialized study of the literature, visual and material culture, history, and other aspects of the Greek and Roman worlds.

### MAJOR

Majors and prospective majors are encouraged to consult with the department's faculty to ensure a well-balanced and comprehensive selection of Classics courses appropriate to their individual interests. A course in ancient history is strongly recommended. Majors may also benefit from advice on courses offered in other departments that would complement their particular interests in Classics. A reading knowledge of French, German, and Italian is useful for advanced study in Classics and is required in at least two of these modern languages by graduate programs in classics, ancient history, classical art and archaeology, and medieval studies.

The department offers two routes to the major: Route A emphasizes more coursework in Greek and Latin, while Route B emphasizes more Classical Studies courses.

**Route A:** (1) Six courses in Greek and/or Latin, with at least two 400-level courses in one language. (2) Three additional courses from the offerings in Greek, Latin, or Classical Studies or from approved courses in other departments and programs.

**Route B:** (1) One course each from any two of the following categories: literature (CLAS 101 or CLAS 102); visual and material culture (CLAS 209 or CLAS 210); history (CLAS 222 or CLAS 223). (2) Four courses in Greek or Latin with at least one at the 400-level, or the four-course sequence CLLA 101, 102, 201, and 302. (3) Three additional courses from the offerings in Classical Studies or from approved courses in other departments and programs.

**Classics Colloquium:** All Classics majors in residence are expected to participate fully in the life of the department through attendance at lectures and other departmental events.

### THE DEGREE WITH HONORS IN CLASSICS

Students who wish to be considered for the degree with honors will normally prepare a thesis or pursue appropriate independent study in one semester and winter study of their senior year. The thesis or independent study offers students the opportunity to work in depth on a topic of their choosing and to apply and develop the techniques and critical methods with which they have become acquainted during their regular course work. It may also include relevant work with members of other departments. In order to write a thesis, students normally must have a minimum GPA of 3.3 in their major courses and must submit a thesis proposal that earns departmental approval before the end of the spring semester of their junior year. To be awarded the degree with honors in Classics, the student is required to have taken a minimum of ten semester courses in the department (not including the thesis or independent study) and to have demonstrated original or superior ability in studies in the field both through course work and through the thesis or equivalent independent study.

### COURSE NUMBERING SYSTEM

**Language Courses:** The numbering of courses through the 300 level reflects the prerequisites involved. The only prerequisite for any 400-level course is Greek 201 or Latin 302. The rotation of 400-level courses is arranged to permit exposure, in a three- to four-year period, to most of the important periods and genres of Greek and Latin literature. Students may enter the rotation at 100-level, 200-level, or 300-level, depending on previous experience.

**Classical Studies Courses:** The numbering of these courses does not reflect a strict sequence, and most of them do not assume prior experience in Classics or a cross-listed field. The following pairs of courses offer excellent introductions to key areas of study within Classics: CLAS

101 and 102 (literature), CLAS 209, 210 (visual and material culture), CLAS 222, 223 (history).

## STUDY AWAY

We strongly encourage Classics majors to study away in their junior year, at programs in Italy (especially the semester-length program at the Intercollegiate Center for Classical Studies in Rome), at programs in Greece (especially the College Year in Athens, which students need only attend for one semester), and in the Williams at Oxford Program. Our majors have also had excellent Classics experiences in other study-abroad programs in Italy and Greece and at various universities in Europe and the United Kingdom. In addition, we encourage students to take advantage of opportunities available in the summer: study abroad programs in Italy and Greece, archaeological digs, or even carefully planned individual travel to sites in Greece, Italy or other areas of the ancient Mediterranean world. When the college cannot do so, the department may be able to provide some financial support for summer study abroad. The department's faculty are always available to advise students, the chair has materials to share, and students can visit the department's website for information and links to helpful sites. Majors who are considering studying away should especially consult with faculty members about the implications for language study.

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g., syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No, but students should consult with the department about language sequences.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## CLLA 101 (F) Introduction to Latin

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

**Requirements/Evaluation:** frequent quizzes, classroom exercises, two midterms, a final project

**Prerequisites:** none; this course is designed for the student with no previous preparation in Latin or with only a little Latin who wishes a refresher; students with some previous experience in Latin may want to enroll in CLLA 102 only (consult the department)

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors or intended Classics majors, first years and sophomores

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

**CLLA 102 (S) Introduction to Latin**

This is a full-year course on the fundamentals of the Latin language. We focus throughout on learning grammar and vocabulary, and we regularly incorporate selections from literature, inscriptions, and other sources. Over time, we gradually increase the emphasis on reading selections from Latin poetry (e.g., Ovid's *Metamorphoses*) and prose (e.g., Piny's *Letters*).

**Class Format:** recitation/discussion

**Requirements/Evaluation:** frequent quizzes, tests, classroom exercises, and a final exam

**Prerequisites:** CLLA 101 or permission of department

**Enrollment Limit:** 18

**Enrollment Preferences:** Students who have completed CLLA 101

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (CLLA 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Nicole G. Brown

**CLLA 201 (F) Intermediate Latin: The Late Republic**

This course aims to strengthen skills gained in previous study. In order to develop greater fluency and familiarity with classical Latin, we will read, translate, and analyze Cicero's *Pro Caelio* and selected short poems of Catullus. Both authors are brilliant stylists, though each writes in a very different mode. Taken together, these texts offer an excellent introduction to the expressive capacity of Latin in prose and verse. They also open up intriguing overlapping perspectives on the social, sexual, and political mores of late Republican Rome. We will consider the cultural context and implications of these texts as time permits.

**Requirements/Evaluation:** Engaged participation in class, occasional quizzes and short written assignments, a midterm and final exam

**Prerequisites:** CLLA 101-102 or 3-4 years of Latin in secondary school; consult the department

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors and prospective majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Amanda R. Wilcox

**CLLA 302 (S) Vergil's Aeneid**

This course is a comprehensive introduction to Vergil's *Aeneid*. Students will develop their ability to read and translate the Latin text of the poem, while at the same time exploring the major interpretive issues surrounding the definitive Roman epic. Through a combination of close reading and large-scale analysis, we will investigate the poem's literary, social, and political dimensions with special attention to Vergil's consummate poetic craftsmanship.

**Requirements/Evaluation:** Class participation, a midterm exam, a final paper, and a final exam.

**Prerequisites:** CLLA 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Classics majors and prospective majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amanda R. Wilcox

### **CLLA 403 (S) The Invention of Love: Catullus and the Roman Elegists**

This course will explore the development of Latin love poetry in the first century BCE. Beginning with Catullus, we will examine the influence of Greek lyric poetry on the evolution of the genre as well as Roman attitudes toward love exhibited in other literature of the Late Republic. We will then turn to the full development of the elegiac form in the love poems of Propertius, Tibullus, and Sulpicia. Finally, we will explore the transformation of the genre in Ovid's *Amores*. The goal throughout is to investigate the conventions, innovations, and problems of expressing personal desire and longing amid the social and political upheaval of the transition from Republic to Principate.

**Requirements/Evaluation:** evaluation will be based on class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 405 (S) Livy and Tacitus: Myth, History and Morality in Ancient Rome**

We will begin the semester in mythical Rome by reading selections from Book 1 of Livy's history in which Roman values, practices and institutions are given their origin stories, and the mythical figures of Rome's past are established as moral exempla for Rome's present. We will examine how Livy deploys the storyteller's art to excite his readers' pathos, indignation and sympathy; we will examine as well how he constructs Rome's past through the filter of his own Augustan present. Writing more than a century after Livy, Tacitus offers a different and jaded view of Augustus and his legacy, one conditioned by his own experiences living through the terrors of the reign of Domitian. His compressed and fastidious prose is the vehicle for complex and gripping accounts of imperial scandals and tragedies as well as of individual acts of heroism and nobility. We will read primarily selections from Tacitus' *Annals* as well as selections from either his *Germania* or *Agricola*.

**Class Format:** discussion

**Requirements/Evaluation:** Evaluation will be based on class preparation and participation, an 8- to 10-page paper, a midterm, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 6-8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kerry A. Christensen

### **CLLA 406 (F) Horace's Odes**

This course will explore the poetic delights of Horace's extraordinary experiment in crafting Latin personal verse using Greek lyric forms. We will

immerse ourselves in the poems' intricate construction and examine how they engage such themes as love and friendship, landscape and memory, youth and old age, politics, and morality. At the same time, we will consider the variety of voices and perspectives within the poems and their complex relationship both to Greek and Latin poetic traditions and to Horace's own contemporary world. The goal throughout is to investigate the literary, social, political, and philosophical dimensions of the odes, as well as their consummate poetic artistry.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 407 (S) Caesar and Cicero**

The one a brilliant strategist, the other preeminent in the courts, Caesar and Cicero were both master politicians whose ambitions for their country and themselves brought them into bitter conflict. Their combined oeuvres provide compelling, detailed accounts of the events and personalities that ended the Roman republic and ushered in an era of prolonged civil war. Moreover, despite striking stylistic differences, their works jointly are regarded as the acme of classical Latin prose. In this course we will read extensive selections from Caesar's commentaries and Cicero's speeches and correspondence, aiming throughout at better understanding their rhetorical brilliance and pragmatic persuasive goals.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, several short written assignments (such as article reviews), a midterm exam and essay of moderate length, plus a final exam and longer paper

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 6-9

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **CLLA 408 (F) Roman Comedy**

The comic plays that still survive all had their first productions within roughly forty years between 200 and 160 BCE, as Rome rapidly expanded its military, economic, and political reach beyond the Apennine peninsula. They present critically important evidence for how Roman literature and cultural identity developed in the second century, and they document formulas for slapstick action and low-brow jokes that remain in use even today. Staged in Greek costume and featuring ostensibly Greek characters, the comedies revel in mocking stereotypical Roman values but ultimately reassert them. Sometimes what the Romans found funny is all too familiar; sometimes it's shocking. Our main focus will be on the *Mostellaria* of Plautus, often translated as "The Haunted House." Characteristic of its genre, the *Mostellaria* focuses on generational conflict within a household, especially between father and son. To enrich our conversation, we will read several other comedies in translation as well as selected scholarly investigations of this play, its genre, and the historical context.

**Class Format:** Discussion/recitation. For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice per week.

**Requirements/Evaluation:** Evaluation will be based on class participation, several written assignments of varying length, and possibly short quizzes as well as a midterm exam and a final exam and/or essay.

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is oversubscribed, preference will be given to majors and potential majors in Classics and Comparative Literature

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **CLLA 409 (F) Seneca and the Self**

This course considers ethical and literary dimensions of self-fashioning, self-examination, and the conception of selfhood in the Stoic philosophy of the younger Seneca through close reading of extensive selections from his philosophical works and tragedies. The focus of this course lies squarely in the first century CE and on the analysis of Seneca's own texts. We begin, however, with an introduction to the ethics of Roman Stoicism through the personae theory of Panaetius as transmitted by Cicero's *De Officiis*. Moreover, we will read and discuss reflections on selfhood from some of Seneca's most famous philosophical and literary heirs, including Montaigne, Emerson, and Foucault, both to enrich our understanding of his work and to gain an appreciation of his considerable influence on later writing about the self.

**Requirements/Evaluation:** class participation, several short written and oral assignments, midterm and final exams, and a final paper

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Amanda R. Wilcox

#### **CLLA 414 (F) Vergil's Eclogues and Georgics**

This course will explore the two major works of Vergil that precede the *Aeneid*: the *Eclogues*, a series of ten pastoral poems that range widely across personal, political, and mythological themes; and the *Georgics*, a longer didactic poem in four books that uses an agricultural framework to examine issues of life, death, power, suffering, and love. The goal throughout is to investigate the literary, political, and social dimensions of the poems with special attention to their relationship to earlier models, as well as their exquisite poetic craftsmanship.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

#### **CLLA 415 (S) Ovid's *Metamorphoses***

This course will explore Ovid's greatest work, an epic poem in fifteen books entitled *Metamorphoses*. Ovid's poem narrates the story of the world from its beginning down to his own day, the reign of Augustus, via a series of tales closely woven together through the theme of change. We will translate and discuss large portions of the Latin text along with selections from contemporary scholarship in order to consider the poem in its original political and cultural context as well as its relationship to earlier models and its post-classical reception.

**Requirements/Evaluation:** class participation, a midterm exam, a final paper, and a final exam

**Prerequisites:** CLLA 302 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

**Winter Study** -----

**CLLA 99 (W) Independent Study: Latin**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amanda R. Wilcox

## LATINA/O STUDIES (Div II)

Chair: Professor C. Ondine Chavoya

- Efrain Agosto, Visiting Professor of Latinx Studies and Religion; affiliated with: Religion, Latina/o Studies
- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Jacqueline Hidalgo, Professor of Latina/o/x Studies and Religion, Director of Oakley Center for Humanities & Social Sciences; affiliated with: Oakley Center, Latina/o Studies, Religion; on leave Fall 2022
- Roger A. Kittleson, Chair and Professor of History; affiliated with: History, Latina/o Studies
- Carlos Macías Prieto, Assistant Professor of Spanish and Faculty Affiliate in Latina/o Studies; affiliated with: Romance Languages, Latina/o Studies
- Nelly A. Rosario, Associate Professor of Latina/o Studies
- Edgar Sandoval, Assistant Professor of Latina/o Studies
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies, History

Latina and Latino Studies is an interdisciplinary, comparative, and relational field of study that examines the histories, representations, and experiences of Latinas, Latinos, and Latinxs in the United States. Latinas, Latinos, and Latinxs include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative and relational approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest-growing populations in the contemporary era, provides an opportunity to study complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, religious and spiritual practices, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

### THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

#### Required course:

#### One of the following 400-level seminars:

[HIST 470 / LATS 470\(S\) SEM Latinx Migrations: Stories and Histories](#)

Taught by: [Carmen Whalen](#)  
[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411 SEM Transnationalism and Difference: Comparative Perspectives](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[LATS 410\(F\) SEM Arquivistas: An Archival Storytelling Course](#)

Taught by: [Nelly Rosario](#)  
[Catalog details](#)

[LATS 420 / ENVI 421 SEM Latinx Ecologies](#)

Taught by: [Jacqueline Hidalgo](#)  
[Catalog details](#)

#### Two of the following core electives:

[HIST 385 / LATS 385\(F\) SEM Latinx Activism: From the Local to the Transnational](#)

Taught by: [Carmen Whalen](#)  
[Catalog details](#)

[LATS 105\(F\) LEC Latina/o Identities: Constructions, Contestations, and Expressions](#)

Taught by: [Edgar Sandoval](#), [Carmen Whalen](#)  
[Catalog details](#)

[LATS 114 / AMST 114 SEM Of Caravans and Narcos: U.S. Media Narratives about Central and South America](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205\(F\) LEC Chicana/o/x Film and Video](#)

Taught by: [C. Ondine Chavoya](#)  
[Catalog details](#)

[LATS 219 / REL 215\(F\) SEM Religion & Bible in Latinx Literature, Memoir, Art & Film](#)

Taught by: [Efrain Agosto](#)  
[Catalog details](#)

[LATS 222 / ENGL 252\(F\) LEC Ficciones: A Course on Fiction](#)

Taught by: [Nelly Rosario](#)  
[Catalog details](#)

[LATS 224 / AMST 224 / REL 224\(S\) SEM U.S. Latinx Religions](#)

Taught by: [Efrain Agosto](#)  
[Catalog details](#)

[LATS 230\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)  
[Catalog details](#)

[LATS 232 / ENGL 232\(S\) SEM We the People in the Stacks: Democracy and Literatures of Archives](#)

Taught by: [Nelly Rosario](#)  
[Catalog details](#)

[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latina/o/x Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[LATS 253 / REL 292 LEC Religion and Politics in the Caribbean and the Diaspora: Puerto Rico and Cuba](#)

Taught by: [Efrain Agosto](#)  
[Catalog details](#)

[LATS 286 / HIST 286 LEC Conquests and \(Im\)migrations: Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)  
[Catalog details](#)

[LATS 313 / AMST 313 / WGSS 313 / AFR 326\(S\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[LATS 315\(S\) SEM Research Design in Geography: Social Science Perspectives](#)

Taught by: [Edgar Sandoval](#)  
[Catalog details](#)

[LATS 316 SEM The Graphic Narrative: A "Global South" Perspective](#)

Taught by: TBA  
[Catalog details](#)

[LATS 330\(S\) SEM DNA + Latinx: Decoding the "Cosmic Race"](#)

Taught by: [Nelly Rosario](#)  
[Catalog details](#)

[LATS 335\(F\) LEC Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)  
[Catalog details](#)

[LATS 344 / AMST 361 / WGSS 361\(F\) SEM Marking Presence: Reading Disability in/to Latina/o/x Media](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[LATS 346 / AMST 346 SEM Latinas/os and the Media: From Production to Consumption](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[LATS 347 SEM Feeling Latinx Cinema: No Popcorn Included](#)

Taught by: [Alberto Sandoval-Sanchez](#)  
[Catalog details](#)

[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)  
[Catalog details](#)

[LATS 358 / ARTH 358\(S\) SEM Latinx Installation and Site-Specific Art](#)

Taught by: TBA  
[Catalog details](#)

[LATS 397\(F\) IND Independent Study: Latina/o Studies](#)

Taught by: [C. Ondine Chavoya](#)  
[Catalog details](#)

[LATS 398 IND Independent Study: Latina/o Studies](#)

Taught by: [Nelly Rosario](#)  
[Catalog details](#)  
[REL 286 / LATS 285\(F\) SEM The Bible and Migration: Latinx Perspectives](#)

Taught by: [Efrain Agosto](#)  
[Catalog details](#)  
[RLSP 209 / LATS 209\(F\) SEM Spanish for Heritage Speakers](#)

Taught by: [Carlos Macías Prieto](#)  
[Catalog details](#)

**One additional related course from either of the following subcategories OR from the core electives above:**

### **Countries of Origin and Transnationalism**

[AFR 234 / AMST 234 / ENVI 247 / HIST 274\(F\) STU Race, Land and Settler \(Racial\) Capitalism: Ongoing Topics in \(Dis\)/\(Re\)possession](#)

Taught by: [Allison Guess](#)  
[Catalog details](#)

[AFR 235 / AMST 235 / GBST 235 / ENVI 253 / HIST 275\(S\) SEM Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies](#)

Taught by: [Allison Guess](#)  
[Catalog details](#)

[ARTH 210\(F\) LEC Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present](#)

Taught by: TBA  
[Catalog details](#)

[ARTH 440 / LATS 440\(F\) SEM Contemporary Exhibitions: Los Angeles and Latin America](#)

Taught by: [C. Ondine Chavoya](#)  
[Catalog details](#)

[ENGL 155 / COMP 155 SEM Contemporary Mexican Cinema and the World](#)

Taught by: [Ricardo A Wilson](#)  
[Catalog details](#)

[ENGL 279\(F\) SEM Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams](#)

Taught by: [Matthew Gonzales](#)  
[Catalog details](#)

[ENGL 311\(S\) SEM Trans-American Modernisms: Latin America, the Caribbean, and the Black and Latinx U.S.](#)

Taught by: [Matthew Gonzales](#)  
[Catalog details](#)

[ENGL 392 SEM Acción Poética: Poetic Art's Critiques of an Americas of Conquest](#)

Taught by: [Matthew Gonzales](#)  
[Catalog details](#)

[HIST 143 SEM Soccer and History in Latin America: Making the Beautiful Game](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)

[HIST 346 / AFR 346 LEC Modern Brazil](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)

[HIST 347\(S\) SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)

[PSCI 266 LEC The United States and Latin America](#)

Taught by: [James Mahon](#)  
[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)  
[Catalog details](#)

[PSCI 352 / GBST 352 LEC Politics in Mexico](#)

Taught by: [James Mahon](#)  
[Catalog details](#)

[RLSP 231\(F\) SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)  
[Catalog details](#)

[RLSP 342\(S\) SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)  
[Catalog details](#)

[WGSS 337 / ANTH 337 SEM Race, Sex & Gender in Brazil](#)

Taught by: [Gregory Mitchell](#)  
[Catalog details](#)

## Comparative Race and Ethnic Studies

Students can check with the program chair to see if other courses not listed here might count as electives.

### [AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Allison Guess](#), [Keston Perry](#)  
[Catalog details](#)

### [AMST 403 / AFR 333 / LATS 403 SEM New Asian American, African American, Native American, and Latina/o Writing](#)

Taught by: [Dorothy Wang](#)  
[Catalog details](#)

### [ARTH 462 / AMST 462 / LATS 462 / ARTH 562 SEM Art of California: Pacific Standard Time](#)

Taught by: C. Ondine Chavoya  
[Catalog details](#)

### [WGSS 347 / SOC 340 / LATS 341 / THEA 341 / AMST 358\(S\) SEM Performing Masculinity in Global Popular Culture](#)

Taught by: [Gregory Mitchell](#)  
[Catalog details](#)

## THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by their advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

### **To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:**

Submit and earn approval of a project proposal in May of the junior year. The proposal should be no longer than 5 pages and should lay out the project's aim and methodology, identify the student's advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.

Achieve a grade point average generally of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5-to 8-page revised proposal, with an annotated bibliography, by the second week of classes in the fall semester of their senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

## STUDY ABROAD

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through their connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other "countries of origin." Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration.

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description. Although syllabus and description, including readings and assignments, would be preferable.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. 1 of 5 for the concentration and can only count as an elective.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Requirements that cannot be fulfilled: Intro Course, Senior Seminar, 2 Core Electives.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

### **LATS 105 (F) Latina/o Identities: Constructions, Contestations, and Expressions**

What, or who, is a Hispanic or Latina/o/x? How have these shifting terms tried to encompass the identities and experiences of such large and diverse groups of peoples? In this course, we focus on the complex nature of "identity," as we delve into the interdisciplinary field that has emerged to give voice to groups that were too often excluded from or misrepresented in academic disciplines and discourses. Viewing identities as historically and socially constructed, we assess how racial, ethnic, class, and gendered identities take shape within specific contexts in the Hispanic Caribbean and Latin America, as well as in the United States. We examine the impact of (im)migration and the rearticulation of identities in the United States, as we consider that each group has a unique history, settlement pattern, community formation, and transnational activities. Identity is also a contested terrain. As immigrants and migrants arrive, the United States' policymakers, the media, and others seek to define the "newcomers" along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. We examine these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

**Class Format:** This is a discussion based course.

**Requirements/Evaluation:** participation and several short papers (1-5 pages) throughout the semester

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** This is a required course for concentration in Latina/o Studies

**Distributions:** (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval, Carmen T. Whalen

### **LATS 114 (S) Of Caravans and Narcos: U.S. Media Narratives about Central and South America (DPE)**

**Cross-listings:** AMST 114 LATS 114

#### **Primary Cross-listing**

What do contemporary U.S. media discourses about Central and South America reveal about relationships of power in the Americas? How does the systematic analysis of visual, textual, and sonic media discourse enhance our comprehension of broader social dynamics? How do South and Central Americans in the diaspora actively counter dominant media narratives about their communities? And what does it mean to center the unique histories, cultures, and political contexts of diasporic Central and South Americans within Latina/o/x Studies? Drawing from a wide range of scholarly materials and media platforms, this interdisciplinary course assumes a transnational approach to these issues, with an emphasis on how to conduct effective discourse analysis of everyday media texts. Above all, we will highlight the ways in which ethno-racial identity, gender, sexuality, class, and nation intersect to inform mainstream U.S. media narratives and our understandings of past and present modes of representation.

**Class Format:** discussion

**Requirements/Evaluation:** two short (5- to 7-page) essays; one class presentation; final take-home examination (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** LATS concentrators by seniority; AMST majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 114 (D2) LATS 114 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to develop critical thinking skills regarding the intersection of categories of difference (including ethno-racial identity, gender, sexuality, class, and nation) employing a variety of scholarly materials and every day media texts. Students will be encouraged to consider past and current relationships of power across the Americas with an eye towards how attitudes towards Central and South Americans shape representations of these communities in the Global North.

**Attributes:** LATS Core Electives

Not offered current academic year

### **LATS 203 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

Primary Cross-listing

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

### **LATS 209 (F) Spanish for Heritage Speakers**

**Cross-listings:** LATS 209 RLSP 209

Secondary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students'

existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

**Requirements/Evaluation:** homework, class participation, and a series of communicative projects

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Potential Spanish majors/certificate students and LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 209 (D1) RLSP 209 (D1)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Carlos Macías Prieto

### **LATS 219 (F) Religion & Bible in Latinx Literature, Memoir, Art & Film**

**Cross-listings:** LATS 219 REL 215

#### **Primary Cross-listing**

This course will examine how a broad, but selective, range of Latinx writers and artists -- particularly in fiction, film, visual arts, and biography -- depict, describe, and discuss religious themes, including from the Bible and other relevant "scriptures." Latinx-authored novels memoirs, and autobiographies, artwork by Latina/x visual artists, and films on Latinx themes and communities will be read and viewed to facilitate discussion about what it means to be religious and Latinx; how Latinx peoples read and depict their scriptures; and how such depictions promote or deter understanding of *Latinidad* in the U.S.A.

**Requirements/Evaluation:** In this course, students will read and write short essays about novels and memoirs (4-5 pages), critically analyze film and artwork in short papers (3-4 pages), and write a research paper (8-10 pages) that analyzes the nexus of Latinx religion and art, whether fiction, film, memoir, or the visual arts. Attendance, participation, Glow discussion forums, and written assignments will all constitute assessment tools for this course.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students with at least one prior Religion course will be given preference if an enrollment overload. Also sophomores, juniors, and seniors will be given preference over first year students.

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 219 (D2) REL 215 (D2)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

### **LATS 222 (F) Ficciones: A Course on Fiction (DPE)**

**Cross-listings:** ENGL 252 LATS 222

#### **Primary Cross-listing**

This course is focused on the art and practice of writing fiction. We will study published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue

mechanics, setting, tone, theme--as well as the values and visions expressed. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 252 (D1) LATS 222 (D2)

**Difference, Power, and Equity Notes:** Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

### **LATS 224 (S) U.S. Latinx Religions**

**Cross-listings:** AMST 224 REL 224 LATS 224

#### **Primary Cross-listing**

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators and AMST and REL majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 224 (D2) REL 224 (D2) LATS 224 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

### **LATS 230 (S) Cities, Suburbs, and Rural Places**

Long associated with cities in the scholarly and popular imagination, immigrants have increasingly settled in U.S. suburbs. Through the lens of new destinations for (im)migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places and the relationships between these various spaces. We ask how geographically specific forces and actors shape these trends, as well as the spatially

uneven outcomes of complex processes like globalization. This interdisciplinary course considers economic, social and cultural, environmental, and political approaches through a range of textual materials (academic, literary, popular). Rooted in urban, suburban, and rural geographies, as well as critical race geographies, we explore what these approaches are and what they add to our understanding of "new" im/migrant destinations and to Latinx lived experiences in these various spaces.

**Class Format:** This is a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

**Requirements/Evaluation:** Class participation with short discussion post responses, weekly in-class writing, three 4-8 page essays, a midterm, and a final examination. All writing materials and exams are based on coursework.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators or those intending to become LATS concentrators

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** LATS Core Electives

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Edgar Sandoval

### **LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)**

**Cross-listings:** LATS 232 ENGL 232

#### **Primary Cross-listing**

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments. Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, midterm project, final creative project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 232 (D2) ENGL 232 (D2)

**Difference, Power, and Equity Notes:** This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

### **LATS 240 (S) Latina/o/x Language Politics: Hybrid Voices**

**Cross-listings:** AMST 240 COMP 210 LATS 240

### Primary Cross-listing

In this course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. How are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching, bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literary genres as well, including autobiography, novels, and poetry. Both directly and/or indirectly, these texts address Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Requirements/Evaluation:** participation, two essays, final written reflection

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 240 (D2) COMP 210 (D2) LATS 240 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Maria Elena Cepeda

### LATS 253 (S) Religion and Politics in the Caribbean and the Diaspora: Puerto Rico and Cuba

**Cross-listings:** REL 292 LATS 253

### Primary Cross-listing

This course explores the role of religion in Caribbean history and politics, with a focus on Puerto Rico and Cuba. These Caribbean islands have lived out contested colonized histories and experiences, as well as diasporic realities on the US mainland. The US government and military have played a significant role in both since the turn of the last century, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise since the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will explore the role and impact of Protestant religion in these historically indigenous, African descendent, and Roman Catholic religious spaces, as well as how these religious engagements and theologies impacted migration and the creation of diasporic communities in the US. We will analyze the role of religion in imperialist endeavors, as well as in solidarity movements. Puerto Rican and Cuban historical luminaries, such as Pedro Albizu Campos and Jose Marti, who struggled against Spanish colonialism in Puerto Rico and Cuba respectively, had not only political but religious visions for better prospects for their homelands. By understanding the intertwining of religion and politics in Puerto Rico, Cuba and their diasporic communities, we will have the tools to consider the implications for other Caribbean nations, such as the Dominican Republic, as well as other Latin American countries that have experienced US interventions and the creation of diasporic communities.

**Class Format:** This course will follow a discussion format, in which students are expected to come to class prepared to address the assigned readings, to have completed short assignments in preparation for discussions, to make presentations to the class, and/or to lead discussions.

**Requirements/Evaluation:** Evaluation in this course will be based on class participation, short 1 to 2-page writing assignments every other week based on readings and assigned videos/films; a five-page midterm essay on an aspect of Puerto Rican or Cuban political/religious reality discussed in class, and final 7-page research essay on a theme in the course agreed upon by student and professor.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators and Religion majors, and those with expressed interest in these fields

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 292 (D2) LATS 253 (D2)

**Attributes:** LATS Core Electives

Not offered current academic year

**LATS 285 (F) The Bible and Migration: Latinx Perspectives**

**Cross-listings:** REL 286 LATS 285

**Secondary Cross-listing**

This course seeks to understand migration in the current historical moment, around the globe but especially on the US border. The lenses through which we will explore migration include Religion, with special focus on the Christian Bible. We will explore instances of and reflections on migration in the Bible, as well as various interpretations of the Bible emerging today in debates over migration. The course will approach US migration from the perspective of Latinx communities in the US - historically, culturally, politically, and religiously. Readings will include: The Bible, monographs and essays on the Bible and Migration, especially from the perspectives of Latinx authors and thinkers.

**Requirements/Evaluation:** Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final research paper (7-10 pages) on an aspect of Bible and Migration of interest to the student defined in consultation with the professor.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Religion majors and Latinx Studies concentrators, and those interested in these areas of study

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 286 (D2) LATS 285 (D2)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Efrain Agosto

**LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)**

**Cross-listings:** LATS 286 HIST 286

**Primary Cross-listing**

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

**Class Format:** This course is a discussion format.

**Requirements/Evaluation:** Class participation with short 1-2 page writing assignments; two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 286 (D2) HIST 286 (D2)

**Difference, Power, and Equity Notes:** This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

### **LATS 313 (S) Gender, Race, and the Power of Personal Aesthetics**

**Cross-listings:** WGSS 313 AFR 326 AMST 313 LATS 313

Primary Cross-listing

This course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, neoliberal capitalism and class inform standards of beauty and ideas about the body, we will examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American and Asian American female aesthetics reflect the specific circumstances of their creation? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity?

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final written reflection.

**Prerequisites:** LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

### **LATS 315 (S) Research Design in Geography: Social Science Perspectives (WS)**

How do you design a research project? Which methods of data collection and analysis are appropriate for research questions in Latinx Studies? This course provides an introduction to the process of designing and carrying out a research project, including related to Latinidades, or a plurality of Latinx identities. It introduces students to how social science knowledge is produced to understand the research process, how research emerges, and how we affect research. Course objectives for students are: 1) to design social science research effectively; 2) to critically evaluate the research design of others; 3) to strengthen their academic research and writing skills; and 4) to develop an appreciation for how knowledge is acquired, organized, and communicated. Students will iteratively develop an original research proposal involving several pieces of synthesis. Through applying different research methods to case studies in Latinx Studies, students will understand that the complexity of the issues affecting Latinx communities requires thoughtful research. Students will receive practical training in research protocols, organization methods, project management, and analytical approaches.

**Class Format:** This class will have short lectures with most of the time dedicated to group discussions. Students should expect to carry out research methods outside of class.

**Requirements/Evaluation:** Class participation. Assignments where students carry out research methods. Five writing assignments of various page lengths (1-10 pgs) compose students' research proposal project. Each component of the project will be revised by students after professor feedback. These revisions will culminate into a final paper (~20 pages). There will be a final exam.

**Prerequisites:** N/A

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators or those intending to become LATS concentrators; juniors interested in a senior honors thesis;

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will have five writing assignments that build upon each other, from the statement of research topic, initial research questions, annotated bib, draft lit review, and proposed methodology. Students receive critical feedback on grammar, style, and argument and submit revised versions of their assignments. Students submit a completed research project proposal as their final paper.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval

### **LATS 316 (F) The Graphic Narrative: A "Global South" Perspective (DPE)**

"[I]n a media-saturated world in which a huge preponderance of the world's news images are controlled and diffused by a handful of men' a stream of comic book images and words, assertively etched' can provide a remarkable antidote." --Edward Said, *Introduction to Palestine* by Joe Sacco. This course examines graphic narratives (and related texts and film) rooted in the "Global South," with particular emphasis on Latina/o and Latin American experiences. We will focus on how each author/artist deploys visual and narrative elements to express social, political, economic, and cultural realities. Regular assignments will offer students opportunities to create their own graphic narratives.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Readings in the course offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

**Attributes:** LATS Core Electives

Not offered current academic year

### **LATS 327 (S) Racial and Religious Mixture (DPE)**

**Cross-listings:** REL 314 LATS 327 AFR 357 AMST 327

Primary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of *mestizaje*, *creolization*,

transculturation, passing, syncretism, religious hybridity, and mixed race studies.

**Class Format:** mostly discussion

**Requirements/Evaluation:** participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 314 (D2) LATS 327 (D2) AFR 357 (D2) AMST 327 (D2)

**Difference, Power, and Equity Notes:** Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives

Not offered current academic year

### **LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race"** (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

**Requirements/Evaluation:** attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final writing portfolio

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Latina/o Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

### **LATS 335 (F) Contemporary Immigration Landscapes**

What is the relationship between racial formations, transnational migrations, and power? How do geometries of power shape our relationship to place? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, Indigenous studies, and postcolonial theories to enrich our understanding of human geography. We will look at the use of ethnic and racial formations as a bridge between cultural and political geography in the contemporary US immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of experiences of migrants and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship

to issues of labor, political economy, and environmental justice, among others. Through materials that embrace both historical and contemporary perspectives, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' cultural place-making practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of transnational racial formations to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

**Requirements/Evaluation:** Class Participation (20%): Preparation for, and active participation in, class discussions. Short writing assignments weekly around class readings. Pair share (10%): Two engage class with thoughts for one 30 minute class segment. Essays (20% each): Two 4-5 page essays. Final Paper (30%): An examination of the articulation of Latinx migrations and belonging in a case study that interrogates and builds on a major course theme, approximately 12 pages double-spaced, plus references / endnotes / images.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** LATS Core Electives

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval

### **LATS 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

#### **Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

## LATS 344 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)

**Cross-listings:** LATS 344 WGSS 361 AMST 361

### Primary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

## LATS 346 (F) Latinas/os and the Media: From Production to Consumption

**Cross-listings:** LATS 346 AMST 346

### Primary Cross-listing

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies majors by seniority

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 346 (D2) AMST 346 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora FMST Core Courses FMST Related Courses LATS Core Electives

Not offered current academic year

### **LATS 347 (S) Feeling Latinx Cinema: No Popcorn Included**

When we consider going *to the movies* to be pure entertainment and escapism, we may be wrong. This course will introduce students to Latinx films through a critical practice showcasing the experience of feeling, especially when matters of *Latinidades*, identity formation, and transculturation are at stake. If watching a film constitutes an affective and ideological transaction for spectators in the domain of the national cultural imaginary, how does the actual viewing materialize a lived and felt experience through interpellation and reception? Students will embark on a film festival to examine the history of Latinx representation and structures of feeling on the silver screen from the silent era to *In the Heights* and Spielberg's *West Side Story*. Each film will be approached and tackled from specific points of entry and theoretical frames, such as border crossing and migration, education and assimilation, hegemonic stereotyping and cultural citizenship, fiction and history, race and ethnicity, the geo-politics of emplacement in the *barrio* and gentrification, feminist and queer subjectivity, and fame and the American Dream. Among the films to be analyzed in class are: *El Norte*, *Coco*, *Sleep Dealer*, *La Ofrenda*, *La Mission*, *Popi*, *Chicago Boricua*, *Selena*, *Nothing Like the Holidays*, and *Vivo*.

**Class Format:** discussion

**Requirements/Evaluation:** Evaluation will be based on attendance, class participation; short writing assignments; individual presentations and group discussions; a 12 page final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** LATS Core Electives

Not offered current academic year

### **LATS 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals**

**Cross-listings:** COMP 348 AMST 348 LATS 348

Primary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

**Requirements/Evaluation:** attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 348 (D2) AMST 348 (D2) LATS 348 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Not offered current academic year

**LATS 358 (S) Latinx Installation and Site-Specific Art (WS)**

**Cross-listings:** ARTH 358 LATS 358

**Primary Cross-listing**

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

**Class Format:** discussion

**Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation

**Prerequisites:** LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators and Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 358 (D2) LATS 358 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives

Spring 2023

SEM Section: 01 Cancelled

**LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

**Secondary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal,

bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

### **LATS 397 (F) Independent Study: Latina/o Studies**

Latina/o Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** LATS Core Electives

Fall 2022

IND Section: 01 TBA C. Ondine Chavoya

### **LATS 398 (S) Independent Study: Latina/o Studies**

Latina/o Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** LATS Core Electives

Not offered current academic year

### **LATS 403 (S) New Asian American, African American, Native American, and Latina/o Writing**

**Cross-listings:** AMST 403 LATS 403 AFR 333

Secondary Cross-listing

The most exciting and forward-thinking writing in the English language today is being done by formally experimental writers of color. Their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. This course argues not only for the centrality of minority experimental work to English literature but a fundamental rethinking of English literary studies so as to confront the field's imbedded assumptions about race, a legacy of British colonialism, and to make the idea of the aesthetic more open to ideas generated in critical race studies, diaspora studies, American studies, and those fields that grapple more directly with history and politics. In the critical realms of English, work by minority writers is often relegated to its own segregated spaces, categorized by ethnic identity, or tokenized as "add-ons" to more "central" or "fundamental" categories of literature (such as Modernism, poetics, the avant-garde). Recent work by Asian American, African American, Native

American and Latino/a writers challenges our assumptions and preconceptions about ethnic literature, American literature, English literature, formal experimentation, genre categorization, and so on. This writing forces us to examine our received notions about literature, literary methodologies, and race. Close reading need not be opposed to critical analyses of ideologies. Formal experimentation need not be opposed to racial identity nor should it be divorced from history and politics, even, or especially, a radical politics.

**Requirements/Evaluation:** one shorter paper (7-8 pp.), one final paper or creative project (10-12 pp.), two short response papers, a presentation, and participation

**Prerequisites:** none but those with some previous experience with literature and/or literary analysis might be helpful

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 403 (D2) LATS 403 (D2) AFR 333 (D2)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST 400-level Senior Seminars LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

### **LATS 409 (F) Transnationalism and Difference: Comparative Perspectives**

**Cross-listings:** WGSS 409 LATS 409 AMST 411

Primary Cross-listing

In the age of digital communications and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

**Class Format:** This course will follow a discussion format.

**Requirements/Evaluation:** student participation, an original 12-15 page semester-long research paper conducted in stages, and student presentation

**Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 409 (D2) LATS 409 (D2) AMST 411 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not offered current academic year

### **LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)**

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various

storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

**Requirements/Evaluation:** Assignments and in-class exercises; attendance; participation; peer review

**Prerequisites:** n/a

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

**Difference, Power, and Equity Notes:** This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

**Attributes:** LATS 400-level Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

## **LATS 420 (S) Latinx Ecologies**

**Cross-listings:** LATS 420 ENVI 421

### **Primary Cross-listing**

An August 2015 Latino Decisions poll found that Latinxs, more than other ethnic groups in the U.S.A., are deeply concerned about climate change and the "environment". How and why might some Latinxs be disproportionately impacted by climate change? How have a few distinct Latinx theorists and activists imagined and constructed ecology? How are struggles for environmental justice related to broader Latinx concerns with and constructions of place? This seminar will examine a few moments in distinct Latinx histories and geographies such as California migrant farmworkers and the struggle over pesticides, urban movements over waste management such as the Young Lords' garbage offensive, food justice movements and urban gardening, as well as literary and theological representations of affective and sacred ecologies such as Helena María Viamontes' *Their Dogs Came With Them* and Ecuadoran-U.S. ecofeminist Jeanette Rodríguez's theological texts. Evaluation will be based on class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

**Requirements/Evaluation:** class participation, presentations, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Latinx Studies concentrators; Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 420 (D2) ENVI 421 (D2)

**Attributes:** LATS 400-level Seminars

Not offered current academic year

**LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America** (DPE) (WS)

**Cross-listings:** ARTH 440 LATS 440

**Secondary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

**LATS 462 (F) Art of California: Pacific Standard Time** (DPE) (WS)

**Cross-listings:** ARTH 462 AMST 462 ARTH 562 LATS 462

**Secondary Cross-listing**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California

conceptualism, photography, performance, painting, sculpture (including assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** Several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester.

**Prerequisites:** ARTH 102 - Grad Art exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 462 (D1) AMST 462 (D2) ARTH 562 (D1) LATS 462 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

**LATS 470 (S) Latinx Migrations: Stories and Histories (WS)**

**Cross-listings:** LATS 470 HIST 470

Secondary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, and other first person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. This course examines first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, while interrogating the methodological and interpretive challenges of working with oral histories and other first-person primary sources.

**Requirements/Evaluation:** class participation and presentations; short writing assignments; proposal, bibliography, and drafts of final paper; final paper of 15 to 20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 470 (D2) HIST 470 (D2)

**Writing Skills Notes:** This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources,

and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including a proposal with a bibliography, a draft for workshopping with other students, and a final presentation along a revised draft.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

**LATS 493 (F) Senior Honors Thesis: Latina/o Studies**

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 31 during Winter Study.

**Prerequisites:** approval of program chair; limited to senior honors candidates

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Carmen T. Whalen

**LATS 494 (S) Senior Honors Thesis: Latina/o Studies**

Students beginning their thesis work in Winter Study must register for this course.

**Prerequisites:** approval of program chair; limited to senior honors candidates

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA C. Ondine Chavoya

**LATS 497 (F) Independent Study: Latina/o Studies**

Latina/o Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Carmen T. Whalen

**LATS 498 (S) Indep Study:Latina/o Studies**

Independent Study:Latina/o Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA C. Ondine Chavoya

**Winter Study** -----

**LATS 31 (W) Senior Thesis: Latina/o Studies**

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

**Class Format:** thesis

**Prerequisites:** approval of program chair

**Enrollment Preferences:** limited to senior honors candidates

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Carmen T. Whalen

**LATS 99 (W) Independent Study: Latina/o Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Carmen T. Whalen

## LEADERSHIP STUDIES (Div II)

Chair: Professor Justin Crowe

### Advisory Committee

- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Political Science, Leadership Studies; on leave 2022-2023
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Vanessa Walker, Stanley Kaplan Distinguished Visiting Professor of American Foreign Policy
- Elizabeth Iams Wellman, Stanley Kaplan Visiting Postdoctoral Fellow in the Department of Political Science and Leadership Studies Program
- Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; affiliated with: Leadership Studies, Political Science

Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation-state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, the curriculum addresses a number of questions. How do we define leadership? What are the bases of leaders' legitimacy in different historical contexts? How should we understand the variation between leaders emerging through tradition, charisma, and legal sanction? How do different types of leaders exercise and maintain their authority? What are the distinctive habits of mind of leaders in different cultural settings? What are the moral dilemmas that leaders across all settings face? What are the typical challenges to established leadership? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year and contact the chair if they wish to suggest additional courses that might count toward the concentration.

### LEADERSHIP STUDIES—TRADITIONAL TRACK

#### The introductory course:

LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

#### One required course on ethical issues related to leadership, typically:

[PHIL 119\(S\) SEM Why Obey the Law?: On Justice and Freedom in Western Political Philosophy](#)

Taught by: [Jana Sawicki](#)

[Catalog details](#)

[PSCI 203\(F, S\) SEM Introduction to Political Theory](#)

Taught by: [Nimu Njoya](#), [Mark Reinhardt](#)

[Catalog details](#)

#### Two core courses dealing with specific facets or domains of leadership, such as:

[ARTH 501 / LEAD 301 / ARTH 401\(S\) SEM Museums: History and Practice](#)

Taught by: [Michael Conforti](#)

[Catalog details](#)

[ASTR 240 / LEAD 240 / STS 240\(F\) CON Great Astronomers and Their Original Publications](#)

Taught by: [Jay Pasachoff](#)

[Catalog details](#)

[HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardtsson](#)

[Catalog details](#)

[LEAD 205 / PSCI 212 LEC From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[LEAD 212 / HIST 393 SEM Sister Revolutions in France and America](#)

Taught by: Susan Dunn  
[Catalog details](#)

[LEAD 285 / PSCI 257 / HIST 354\(F\) SEM The Revolutionary Generation: Galaxy of Leaders](#)

Taught by: TBA  
[Catalog details](#)

[LEAD 320 / PSCI 320\(F\) SEM Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[LEAD 425 / PSCI 357\(S\) SEM Leadership and the Anxieties of Democracy](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[PSCI 216 / LEAD 216\(F\) LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)  
[Catalog details](#)

[PSCI 217 / LEAD 217\(S\) LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)  
[Catalog details](#)

[PSCI 218 / LEAD 218 SEM The American Presidency](#)

Taught by: [Nicole Mellow](#)  
[Catalog details](#)

[PSCI 310 / LEAD 332 SEM New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[PSCI 312 / LEAD 312 TUT American Political Thought](#)

Taught by: [Justin Crowe](#)  
[Catalog details](#)

[PSCI 314 / LEAD 314 TUT How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)  
[Catalog details](#)

[PSCI 345 / ASIA 345 SEM The Meaning of Life and Politics in Ancient Chinese Thought](#)

Taught by: [George Crane](#)  
[Catalog details](#)

## **One Leadership Studies Winter Study course (listed separately in the catalog)**

### **Capstone course:**

LEAD 425 Leadership and the Anxieties of Democracy

## **LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK**

### **An introductory course:**

HIST 262 The United States and the World, 1776 to 1914

HIST 263 The United States and the World, 1914 to the Present

PSCI/LEAD 120 America and the World

LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

### **One required course on issues related to American domestic leadership, such as:**

[LEAD 125 / PSCI 125\(F\) SEM Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[LEAD 205 / PSCI 212 LEC From Tocqueville to Trump: Leadership and the Making of American Democracy](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[LEAD 258 / PSCI 258 SEM The Media and American Democracy](#)

Taught by: Ted Gup  
[Catalog details](#)

[LEAD 285 / PSCI 257 / HIST 354\(F\) SEM The Revolutionary Generation: Galaxy of Leaders](#)

Taught by: TBA

[Catalog details](#)

[LEAD 320 / PSCI 320\(F\) SEM Heroes and Villains: Iconic Leadership and the Politics of Memory](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

[PSCI 218 / LEAD 218 SEM The American Presidency](#)

Taught by: [Nicole Mellow](#)

[Catalog details](#)

[PSCI 310 / LEAD 332 SEM New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

### **Three required courses dealing with specific facets of American foreign policy leadership, such as:**

[HIST 388 SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[HIST 389 / ASIA 389 / LEAD 389 SEM The Vietnam Wars](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[PSCI 225 / LEAD 225\(S\) LEC International Security](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 262 / HIST 261 / LEAD 262 LEC America and the Cold War](#)

Taught by: TBA

[Catalog details](#)

[PSCI 266 LEC The United States and Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 364 TUT Noam Chomsky and the Radical Critique of American Foreign Policy](#)

Taught by: [James McAllister](#)

[Catalog details](#)

### **One capstone course:**

LEAD/PSCI 327 Leadership and Strategy

LEAD 330/PSCI 420 The Nuclear Revolution

LEAD/PSCI 365 U.S. Grand Strategy

PSCI 361 The CIA and American Foreign Policy

LEAD 425 Leadership and the Anxieties of Democracy

(There is no official Winter Study component to the American Foreign Policy Leadership track; students who wish to count a Winter Study course toward that track should contact the chair.)

For either track, students should check with the program chair to see if other courses not listed here might count as electives.

### **HONORS IN LEADERSHIP STUDIES**

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

### **FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the program chair.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken**

**while on study away?**

Course title and description.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Not formally, but, typically, one course per semester abroad is counted toward the concentration.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes: the introductory course and the senior capstone.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes: the introductory course has historically been taught only in one semester (usually the fall).

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

**LEAD 120 (S) America and the World**

**Cross-listings:** LEAD 120 GBST 101 PSCI 120 GBST 103

**Secondary Cross-listing**

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

**Class Format:** discussion

**Requirements/Evaluation:** short papers, class participation, and final exercise

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2) GBST 103 (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

**LEAD 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies**

**Cross-listings:** PSCI 155 LEAD 125 LEAD 155 PSCI 125

**Primary Cross-listing**

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will

examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

**Requirements/Evaluation:** active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** subfield open in Political Science major

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 155 (D2) LEAD 125 (D2) LEAD 155 (D2) PSCI 125 (D2)

**Attributes:** LEAD American Domestic Leadership

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

### **LEAD 127 (S) America First? The Trump Era and the Future of World Politics**

**Cross-listings:** LEAD 127 PSCI 127

#### **Secondary Cross-listing**

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

**Requirements/Evaluation:** two analytical essays, short response papers, and final group project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** potential political science majors and leadership studies concentrators (foreign policy track)

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 127 (D2) PSCI 127 (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

### **LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)**

**Cross-listings:** LEAD 205 PSCI 212

**Primary Cross-listing**

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

**Requirements/Evaluation:** bi-weekly short writing assignments, term paper, midterm and final in-class exams

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 205 (D2) PSCI 212 (D2)

**Difference, Power, and Equity Notes:** Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

**Not offered current academic year**

**LEAD 207 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207 GBST 102

**Secondary Cross-listing**

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to

assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **LEAD 212 (S) Sister Revolutions in France and America**

**Cross-listings:** LEAD 212 HIST 393

#### **Primary Cross-listing**

In the late-eighteenth century, two revolutions burst forth--they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

**Requirements/Evaluation:** three papers, several class presentations, and active participation in class discussions

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with backgrounds in American history, French history or Political Science

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 212 (D2) HIST 393 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD Facets or Domains of Leadership

Not offered current academic year

### **LEAD 214 (F) The Economics of National Defense**

**Cross-listings:** ECON 217 LEAD 214

#### **Secondary Cross-listing**

National defense is one of the largest components of the US Federal Budget (~15%) and remains a significant part of the nation's GDP (~3%). The study of defense economics in this course will apply principles of microeconomics and macroeconomics to analyze, within the context of national security strategy and policy, issues concerning resource allocation in wartime and peacetime, labor supply and demand, industrial organization and defense acquisition, and the formation and maintenance of alliances. While the focus of the course will be on economics, to provide context on what makes defense economics a special topic, we will also consider questions unique to the military such as how to deter conflict, how to fight wars, how to provide humanitarian assistance and protection to civilians in conflict or disaster areas, and how the national defense may adapt to issues like climate change. We will also consider historical examples from America's wars--e.g., the Civil War, World War 2, Vietnam, and the more recent conflicts in Iraq and Afghanistan. The plan is to use a variety of sources--academic materials, popular media such as news footage and films, and guest speakers--to provide a full-range of perspective on the course topics.

**Class Format:** Mix of lecture and discussion

**Requirements/Evaluation:** Individual Papers, Group Paper and Presentation, Midterm and Final Exam

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** Juniors and seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 217 (D2) LEAD 214 (D2)

Not offered current academic year

### **LEAD 215 (S) Race and Inequality in the American City**

**Cross-listings:** LEAD 215 PSCI 215

#### **Secondary Cross-listing**

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

**Requirements/Evaluation:** class participation; several short essays and a longer paper with presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 215 (D2) PSCI 215 (D2)

**Attributes:** GBST Urbanizing World Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

### **LEAD 216 (F) American Constitutionalism I: Structures of Power**

**Cross-listings:** PSCI 216 LEAD 216

#### **Secondary Cross-listing**

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the contemporary conservative ascendancy. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

**Class Format:** discussion

**Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 216 (D2) LEAD 216 (D2)

**Attributes:** JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Justin Crowe

### **LEAD 217 (S) American Constitutionalism II: Rights and Liberties**

**Cross-listings:** LEAD 217 PSCI 217

#### **Secondary Cross-listing**

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

**Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 217 (D2) PSCI 217 (D2)

**Attributes:** JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Justin Crowe

### **LEAD 218 (S) The American Presidency**

**Cross-listings:** PSCI 218 LEAD 218

#### **Secondary Cross-listing**

Many argue that the presidency has been fundamentally changed by the tenure of Donald Trump. Is this right? To study the presidency is to study

human nature and individual personality, constitution and institution, rules and norms, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? What are the limits on presidential power? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with the protection of civil rights and liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? Exploration of these and other questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive interactions, social movement and interest group relations, and the media. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

**Class Format:** The course will feature both seminar discussion and several small group research projects.

**Requirements/Evaluation:** three 5 to 7 page papers, small group projects, and class participation involving weekly writing

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors and Leadership studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 218 (D2) LEAD 218 (D2)

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

#### **LEAD 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 AFR 217 WGSS 219 AMST 217 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 219 (D2) AFR 217 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

#### **LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

Secondary Cross-listing

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**LEAD 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics (WS)**

**Cross-listings:** GEOS 221 ENVI 222 LEAD 221

**Secondary Cross-listing**

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Not offered current academic year

### **LEAD 223 (S) Roman History**

**Cross-listings:** CLAS 223 HIST 223 LEAD 223

#### **Secondary Cross-listing**

The history of ancient Rome can be seen as an account of formative events, practices, and thought in the history of western culture; it also is the history of the most far-reaching experience of diverse cultures, beliefs, and practices known in the Western tradition until modern times. By studying Roman history from Rome's emergence in central Italy in the 7th century BCE through the reign of the emperor Constantine in the early fourth century CE, we will see the complex and fascinating results of an ambitious, self-confident nation's evolution, transformation, and expansion throughout the Mediterranean world. We will consider questions such as, How did a republic with an aversion to autocratic rule and devotion to *libertas* understand its existence as an imperial power as well as its own elite's dominant rule over Romans and non-Romans alike? How and why did the Roman republic and its deeply entrenched republican ideology give way to the effective rule by one man, Augustus, and the increasingly monarchical rule of the emperors who followed? Did Roman political life in the later republic cause the violence that left it in crisis, or did the persistence of violence in Roman life account for the nature of Roman politics? Who were the non-elites of Rome, Italy, and the Roman empire that often get left in the shadows in our ancient sources? Who were the important writers, politicians, poets, philosophers, and innovators whose works constitute a rich cultural heritage worthy of both appreciation and critique? Throughout the course there will be an emphasis on the problems of historical and cultural interpretation, on how the Roman experience is relevant to our own, and, importantly, on the pleasures of historical investigation. Readings for this course will include a variety of original sources, a range of scholarly essays on specific topics, and a textbook that will provide our chronological framework.

**Requirements/Evaluation:** Class preparation and participation, several short response papers, one longer 6- to 8-page paper, a midterm exam, and a final exam. Students who have a B+ average or better at the end of the semester may substitute a 10 to 15-page research paper for the final exam.

**Prerequisites:** None; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to students who are or are considering majoring in Classics or History, or who are concentrating in Leadership Studies. Preference is then given to first-year students and sophomores.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 223 (D1) HIST 223 (D2) LEAD 223 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Not offered current academic year

### **LEAD 225 (S) International Security**

**Cross-listings:** PSCI 225 LEAD 225

#### **Secondary Cross-listing**

This is a course about war and peace. It deals with some of the most foundational questions that concern scholars of security studies: What accounts for great power conflict and cooperation? Is intense security competition between major states inevitable, or can they get along, provided their main interests are protected? Does the structure of the international system necessarily cause conflict? Do particularly aggressive states? Can wars occur "by accident"? When and why do states choose to use military force? What role does statecraft play in matters of war and peace? How do nuclear weapons affect great power politics? The course will consider these questions from an interdisciplinary perspective that combines political science concepts with an historical approach to the evidence. The bulk of the course deals with the major events in the history of great power politics, such as the causes and conduct of World War I and World War II; the origins and course of the Cold War; the nuclear revolution; and the post-Cold War period. The course concludes with an examination of a number of major contemporary policy debates in security studies.

**Requirements/Evaluation:** class participation, two 6- to 8-page papers, final

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 225 (D2) LEAD 225 (D2)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2023

LEC Section: 01 MW 7:00 pm - 8:15 pm Galen E Jackson

### **LEAD 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

#### **Secondary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

### **LEAD 227 (S) International Relations of the Middle East**

**Cross-listings:** PSCI 227 LEAD 227

#### **Secondary Cross-listing**

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over

the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

**Requirements/Evaluation:** class participation, two 6- to 8-page papers, final

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors with an International Relations concentration, History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 227 (D2) LEAD 227 (D2)

**Attributes:** GBST Middle Eastern Studies Electives PSCI International Relations Courses

Not offered current academic year

### **LEAD 239 (S) Music in the Global Cold War (WS)**

**Cross-listings:** MUS 239 LEAD 239

Secondary Cross-listing

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

**Class Format:** Class discussion will be central to this course.

**Requirements/Evaluation:** 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Students with relevant experience in Political Science, History, or Music studies.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 239 (D1) LEAD 239 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Not offered current academic year

## LEAD 240 (F) Great Astronomers and Their Original Publications (WS)

**Cross-listings:** ASTR 240 STS 240 LEAD 240

### Secondary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

## LEAD 254 (F) Sovereignty, Resistance, and Resilience: Native American Histories to 1865 (DPE)

**Cross-listings:** AMST 254 HIST 254 LEAD 254

### Secondary Cross-listing

This course surveys Native American/Indigenous North American histories from creation through the mid-nineteenth century, tracing the complex ways that tribal nations and communities have shaped North America. Equally important, it reckons with the ongoing effects of these pasts in the twenty-first century, and communities' own forms of interpretation and critique. It also introduces foundational methodologies in Native American and Indigenous Studies (NAIS) and strategies for pursuing decolonizing scholarship and action. Beginning with the diverse Indigenous societies that have inhabited the Americas for millennia before Columbus's arrival, it foregrounds the complexity of Native peoples, nations, and worldviews situated in particular homelands, as well as accounts of beginnings and migrations. It addresses how Native peoples confronted grievous epidemics resulting from the "Columbian Exchange," and contended with Euro-colonial projects of "discovery" and colonization. Indigenous nations' multifaceted efforts to maintain sovereignty and homelands through eras of pervasive violence and removal are addressed, as well as forms of relations and kinship with African-American and Afro-Indigenous people. It concludes with how different Native communities negotiated the tumultuous era of the Civil War and

created pathways for endurance and security in its aftermath. The course centers on Indigenous actors--intellectuals, diplomats, legal strategists, knowledge keepers, spiritual leaders, artists, and many others--and consistently connects historical events with present-day matters of land, historical memory, education, caretaking, and activism. Additionally, it provides an opportunity to engage with original materials in the Williams College Archives/Special Collections and Art Museum. While the scope of the course is continental and transoceanic, it devotes significant attention to the Native Northeast and the Stockbridge-Munsee Mohican homelands in which Williams College is located.

**Requirements/Evaluation:** Attendance at lectures, active participation in class discussion, several short essays based on readings and discussion topics, museum/archives exercise, final essay/project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, followed by first- and second-year students

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 254 (D2) HIST 254 (D2) LEAD 254 (D2)

**Difference, Power, and Equity Notes:** This course intensively explores Native American/Indigenous North American histories, experiences, and forms of critical and creative expression, as well as responses to and engagements with Euro-American settler colonialism. It guides students into methodologies central to Native American and Indigenous Studies (NAIS), and gives opportunities for oral and written reflections on NAIS approaches to historical themes and sources, as well as decolonizing methodologies more broadly.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Christine DeLucia

### **LEAD 258 (F) The Media and American Democracy**

**Cross-listings:** PSCI 258 LEAD 258

#### **Primary Cross-listing**

The course examines the relationship between the press and government, its watchdog function, how social media and the Internet are changing its role, the emergence of independent investigative bodies such as Pro Publica, and the myriad ways in which the press has helped shape American history, for better or worse. The course goes behind the headlines to examine the delicate interplay between government and press, peels back the familiar classics of American journalism, but also incorporates the current conflicts and tensions between the press and government. In the new age, how does the press define or redefine balance, neutrality, the quest for objectivity, and restraint. Who is a journalist, a once relatively easy question, but one now fraught with complexity? There has been a tectonic shift in the fundamental standards and practices of the press in recent years. What are those changes and how does it augur for the future of the press and democratic institutions?

**Requirements/Evaluation:** Several short papers, 10-15 page research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Preference to Leadership Studies concentrators and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 258 (D2) LEAD 258 (D2)

**Attributes:** LEAD American Domestic Leadership

**Not offered current academic year**

## LEAD 262 (S) America and the Cold War

**Cross-listings:** HIST 261 PSCI 262 LEAD 262

### Secondary Cross-listing

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** one medium length paper, an in-class midterm and final exam, and a series of short assignments

**Prerequisites:** none; PSCI 202 is recommended but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 261 (D2) PSCI 262 (D2) LEAD 262 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

## LEAD 270 (F) Sport and the Global Color Line (DPE)

**Cross-listings:** LEAD 270 HIST 270 AFR 270

### Secondary Cross-listing

Throughout the twentieth century, African Americans have broken racial barriers, confronted racial stereotypes, and garnered unprecedented success within popular culture, most notably sport. In this course, students will explore the relationship of the black athlete to the color line. We will complicate the historical view of sport as a site of professional advancement and race reform by demonstrating how societal racial practices were reconstructed within athletics. In essence, this course will emphasize the role sport performed in structuring racial exclusion as athletic arenas--like movie theaters, railroads, schools, and other public sites--shaped what Historian Grace Elizabeth Hale has termed the "culture of segregation." Though our primary focus will be on the experiences African Americans encountered, we will also probe the color line beyond its typical black-white binary. Thus, we will examine the achievements and altercations that other ethnic and racial groups realized in their transnational push for equality and inclusion.

**Class Format:** Lecture and discussion.

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home midterm essay examination (4-6 pages). In addition, students will write two or three response papers (2-3 pages) and a final research paper.

**Prerequisites:** None.

**Enrollment Limit:** 40

**Enrollment Preferences:** Open to all students with completion of course admission survey if overenrolled.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 270 (D2) HIST 270 (D2) AFR 270 (D2)

**Difference, Power, and Equity Notes:** This course will prompt students to evaluate the commercialization and commodification, perceptions and portrayals of minority athletes in popular media forms. Students will trace the emerging ideas, shifts, and trends in the depiction of race and in the process of racialization.

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group G Electives - Global History

Not offered current academic year

### **LEAD 280 (S) Emancipation to BlackLivesMatter**

**Cross-listings:** AFR 280 HIST 280 LEAD 280

#### **Secondary Cross-listing**

This introductory course surveys the cultural, political, and social history of African Americans from Reconstruction to the present. It offers a balance between a "top-down" and "bottom-up" approach and focuses primarily on African Americans' quest for citizenship, equality, justice, and opportunity. In addition to examining major historical developments and popular figures within the modern black past, we will explore the lesser-known histories of everyday people who helped shaped the black freedom struggle. In so doing, we will interrogate conventional narratives of progressive movements since emancipation. Some of the main topics include: the transition from slavery to freedom; the rise of Jim Crow and the politics of racial uplift; the Great Migration and the emergence of the New Negro; the Great Depression and the New Deal; World War II and the struggle for economic and racial inclusion; the postwar period and the intersecting movements of Civil Rights and Black Power; and the impacts of deindustrialization and mass incarceration on the black community. We will end with a discussion of the Obama years and Black Lives Matter.

**Class Format:** Class will be a mix of lecture/seminar

**Requirements/Evaluation:** Students will be graded on class participation and will have two take-home essay examinations (a midterm and a final, each 6-8 pages). In addition, students will write two response papers (2-3 pages) and will complete a mapping project based on The Negro Motorist Green Handbook.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Students with demonstrated interest in material. If the course is overenrolled, students will be asked to complete a questionnaire.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 280 (D2) HIST 280 (D2) LEAD 280 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Tyran K. Steward

### **LEAD 285 (F) The Revolutionary Generation: Galaxy of Leaders**

**Cross-listings:** PSCI 257 LEAD 285 HIST 354

#### **Primary Cross-listing**

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Requirements/Evaluation:** three papers, weekly class presentations, and active participation in all discussions

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 257 (D2) LEAD 285 (D2) HIST 354 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 Cancelled

**LEAD 296 (S) Human Rights and National Security: Seeking Balance in the United States**

**Cross-listings:** LEAD 296 HIST 296

**Secondary Cross-listing**

This course will ask if ensuring collective security and preserving individual rights are inherently contradictory or if they may, in fact, be mutually reinforcing. Focusing on developments and issues within the United States since its founding, the class will explore how Americans have sought to reconcile concerns about national security and a broad array of rights in the past, and the implications of this history for contemporary debates. The course will challenge students to consider how debates over national security and rights have reflected broader partisan divides and served diverse political objectives. Moreover, students will explore how these debates reflected competing visions of national identity and purpose, and question how and why the costs of security measures disproportionately burdened people based on race and religious identification. The course will initially survey these issues through a historical lens, demonstrating how questions of security and rights have been present since the nation's founding. It will draw on key moments in U.S. history to explore issues of foreign subversion, dissent, surveillance, habeas corpus, presidential power in times of war, and border security and immigration. Familiarity with historic precedents will ensure that students are prepared to grapple with a closer examination of contemporary studies of refugees and immigration; cybersecurity and surveillance; domestic terrorism and hate crimes; and counter-terrorist detention and interrogation. Students will be assessed on participation, short writing assignments, and a group podcast project.

**Requirements/Evaluation:** Students will be assessed on participation, short writing assignments, and a group podcast project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Priority to History and LEAD students

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 296 (D2) HIST 296 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Vanessa Walker

**LEAD 301 (S) Museums: History and Practice**

**Cross-listings:** LEAD 301 ARTH 501 ARTH 401

**Secondary Cross-listing**

Art museums express the cultural, aesthetic and social ideals of their period of formation and many of those ideals are embedded in the values and practices of institutions today. Comparing institutions past and present internationally, seminar participants will envision the art museum's future while addressing programmatic and organizational challenges at this moment of participatory civic engagement and social, political unrest. With growing skepticism of institutional collecting practices and authoritative narratives, art museums, especially those in the United States, face internal and external pressure to "decolonize" as they attempt to alter their canon. There is pressure, as well, to embrace a more active role in climate and social justice movements. It is a time marked by calls for compensation transparency, participatory decision making, staff and trustee diversity, and greater

scrutiny of funders. The seminar will consider this environment against past and current norms of governance, management and curatorial policies and practices. We will examine the traditional role of architecture and installation in interpretation and experience, prevailing and proposed guidelines in the accessioning and deaccessioning of works of art and both internal and external attitudes towards the repatriation and restitution of cultural property. Studying museums ranging in size and type from the "encyclopedic" to newly established contemporary arts institutions and alternative spaces, seminar participants will hear how museum leaders are dealing with challenges to current practice through weekly zoom sessions. Participants will also ponder how future museums might strive to balance the institution's traditional scholarly and artistic role with new civic and social responsibilities, mindful of financial stability in a market-driven, metric-conscious, not-for-profit environment; doing so while addressing, in proposed program and practice, the demands on museums emanating from a more ethically insistent internal and external world.

**Requirements/Evaluation:** oral presentations and discussion in class and one seminar paper (with class presentation) at the end of the semester

**Prerequisites:** undergraduates should email michael.conforti@williams.edu to schedule a discussion before registering for the course

**Enrollment Limit:** 10

**Enrollment Preferences:** graduate students, then senior art history majors, then other undergraduates

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the seminar requirement for the undergraduate Art History major

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 301 (D2) ARTH 501 (D1) ARTH 401 (D1)

**Attributes:** AMST Space and Place Electives LEAD Facets or Domains of Leadership

Spring 2023

SEM Section: 01 W 1:00 pm - 3:50 pm Michael Conforti

### **LEAD 311 (F) Congress**

**Cross-listings:** PSCI 311 LEAD 311

#### **Secondary Cross-listing**

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock, the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

**Requirements/Evaluation:** class participation, two short papers, and a final research paper

**Prerequisites:** PSCI 201 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors with American Politics concentration and Leadership Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 311 (D2) LEAD 311 (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Cathy M. Johnson

## LEAD 312 (S) American Political Thought (WS)

**Cross-listings:** PSCI 312 LEAD 312

### Secondary Cross-listing

From democracy to liberty, equality to community, foundational *ideas* -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and prospective majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 312 (D2) LEAD 312 (D2)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

Not offered current academic year

## LEAD 314 (F) How Change Happens in American Politics

**Cross-listings:** PSCI 314 LEAD 314

### Secondary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, a volatile economy, racial reckoning, and rapidly evolving environmental crises have all rocked American politics in the last year. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that political leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, war, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor advances, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

**Requirements/Evaluation:** participation in weekly meetings as well as weekly essays or critiques

**Prerequisites:** previous course in American politics or American history

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 314 (D2) LEAD 314 (D2)

**Attributes:** LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

### **LEAD 315 (S) Parties in American Politics**

**Cross-listings:** PSCI 315 LEAD 315

#### **Secondary Cross-listing**

Is the American party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. But their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? We will explore answers to these questions through seminar discussion, analytic essays, and independent research culminating in the writing of a longer (15 to 20 page) research paper.

**Requirements/Evaluation:** In addition to active seminar participation, students will be responsible for writing two shorter (5-7 page) papers and a longer, research paper (15-20 pages).

**Prerequisites:** PSCI course at the 200 or 300 level or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 315 (D2) LEAD 315 (D2)

**Attributes:** PSCI American Politics Courses PSCI Research Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Nicole E. Mellow

### **LEAD 319 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

#### **Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

### **LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)**

**Cross-listings:** PSCI 320 LEAD 320

#### **Primary Cross-listing**

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

**Requirements/Evaluation:** Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

**Prerequisites:** previous course in Leadership Studies, or Political Science, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators, Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 320 (D2) LEAD 320 (D2)

**Writing Skills Notes:** Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshoping, and peer feedback.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Mason B. Williams

### **LEAD 321 (S) History of U.S.-Japan Relations, 1853-Present (DPE)**

**Cross-listings:** LEAD 321 ASST 321 HIST 321 ASIA 321

### Secondary Cross-listing

An unabating tension between conflict and compromise has been an undercurrent of U.S.-Japan relations since the 1850s, at times erupting into clashes reaching the scale of world war and at times allowing for measured collaboration. We will explore the U.S.-Japan relationship from the perspectives of both countries with a focus on how culture, domestic concerns, economic and political aims, international contexts, and race have helped shape its course and nature. This course will fulfill the Difference, Power, and Equity requirement by examining not just the diplomatic relationship between the U.S. and Japan, but also how various types of interactions have influenced the dynamics of power between these two countries and have shaped the ways in which each country has understood and portrayed the other.

**Requirements/Evaluation:** class participation, response papers (500 words), one short paper (5 pages), and a research paper (12-15 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History or Asian Studies majors/prospective majors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 321 (D2) ASST 321 (D2) HIST 321 (D2) ASIA 321 (D2)

**Difference, Power, and Equity Notes:** The course focuses on differences in power (economic, cultural, political, and military) between Japan and the U.S., from the 1850s through the present. It considers the ways in which Japan has been subordinate to the U.S. for much of this history, and the conflicts that have resulted when Japan has attempted to overturn this dynamic of power. Students will acquire the skills of history and international relations to examine how race, culture, and politics have shaped this relationship.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada MAST Interdepartmental Electives

Not offered current academic year

### LEAD 322 (F) Gandhi: History, Ideas and Legacy (WS)

**Cross-listings:** REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

### Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

### **LEAD 324 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

Secondary Cross-listing

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

### **LEAD 325 (S) The Roosevelt Style of Leadership**

**Cross-listings:** LEAD 325 HIST 358

Primary Cross-listing

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and

styles? How did TR and FDR differ in their approaches to leadership? Were the ideas behind TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies and especially the writings and speeches of TR, FDR, and ER, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

**Requirements/Evaluation:** Participation in class discussions, oral reports, several short papers and one research paper.

**Prerequisites:** Courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

**Enrollment Limit:** 12

**Enrollment Preferences:** Leadership Studies concentrators and students with a background in American history and Political Science

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 325 (D2) HIST 358 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 Cancelled

### **LEAD 330 (F) Senior Seminar: The Nuclear Revolution**

**Cross-listings:** LEAD 420 PSCI 420 LEAD 330

#### **Secondary Cross-listing**

This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the prenuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

**Requirements/Evaluation:** class participation, three 8- to 10-page papers

**Prerequisites:** PSCI 202

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science major seniors with an International Relations concentration

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 420 (D2) PSCI 420 (D2) LEAD 330 (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

### **LEAD 332 (F) New York City Politics from the Blackout to Bloomberg (WS)**

**Cross-listings:** PSCI 310 LEAD 332 PSCI 332

#### **Secondary Cross-listing**

This course examines New York City's political history from the 1970s to the present--a period during which the city underwent staggering economic

and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth-but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy-how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

**Requirements/Evaluation:** active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 310 (D2) LEAD 332 (D2) PSCI 332 (D2)

**Writing Skills Notes:** Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

**LEAD 360 (F) The Political Thought of Frantz Fanon (WS)**

**Cross-listings:** PSCI 370 PHIL 360 AFR 360 LEAD 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Requirements/Evaluation:** attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 370 (D2) PHIL 360 (D2) AFR 360 (D2) LEAD 360 (D2)

**Writing Skills Notes:** Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political

Theory Courses

Not offered current academic year

### **LEAD 361 (F) The CIA and American Foreign Policy**

**Cross-listings:** PSCI 361 LEAD 361 HIST 355

#### **Secondary Cross-listing**

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Midterm, several short papers, and a research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and History Majors, prior coursework in American foreign policy.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 361 (D2) LEAD 361 (D2) HIST 355 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **LEAD 389 (S) The Vietnam Wars (DPE)**

**Cross-listings:** LEAD 389 HIST 389 ASIA 389 ASST 389

#### **Secondary Cross-listing**

This course explores Vietnam's twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam's domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam's anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America's domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.

**Requirements/Evaluation:** class participation, several short papers, and a 10- to 12-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** History and Asian Studies majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 389 (D2) HIST 389 (D2) ASIA 389 (D2) ASST 389 (D2)

**Difference, Power, and Equity Notes:** This course traces Vietnam's anti-colonial movements from colonization to liberation. Students will examine power struggles among Vietnamese nationalists from a variety of different religious, class, ideological, and regional backgrounds, as well as Vietnam's diplomatic and military rivalries with France, China, the Soviet Union, and the United States. Readings will focus on Vietnamese voices to explore how the country surmounted seemingly impossible international power dynamics.

**Attributes:** HIST Group B Electives - Asia HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership

Not offered current academic year

### **LEAD 396 (F) The Pivotal Decade--The 1970s Origins of Contemporary America**

**Cross-listings:** HIST 396 LEAD 396

Secondary Cross-listing

Often overshadowed by the long 1960s and the conservative ascendancy of the 1980s, the 1970s provides an important transitional moment for the United States. It was also a decade fraught with contradictions. On the one hand, Americans experienced widespread disillusionment with the power of the federal government to promote and protect the minority from the majority. Historians seeking to understand the collapse of the welfare state or the origins of white resistance to civil rights' initiatives often point to the 1970s as the time when the federal government shifted the burden of the social welfare system onto the market, state and local governments, and onto poor people themselves. And yet, the 1970s also saw an explosion of progressive social activism, as the women's movement, the gay rights movement, and the environmental movement, among others, all came into their own. Likewise, this was a time when U.S. realignment internationally and military overextension intersected with new hegemonies of human rights regimes, multinational corporations, and "globalization." This course will emphasize a wide array of social movements and activism--both left and right--and the interplay among formal politics, grassroots organizing, and popular culture. It will ask students to consider how and why the 1970s catalyzed many of the domestic and international dynamics and debates that define American politics and society today. Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation. In Fall 2022, this course will be offered at both Amherst and Williams College campuses. There will be an end of the semester symposium at Williams College that all enrolled students are required to attend as part of the final project.

**Requirements/Evaluation:** Students will be assessed on participation, short response papers, and an individual research project culminating in a poster presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority to History and LEAD students

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 396 (D2) LEAD 396 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Vanessa Walker

### **LEAD 397 (F) Independent Study: Leadership Studies**

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Justin Crowe

**LEAD 398 (S) Independent Study: Leadership Studies**

Leadership Studies independent study. Permission of the chair of Leadership Studies required.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Justin Crowe

**LEAD 425 (S) Leadership and the Anxieties of Democracy**

**Cross-listings:** PSCI 357 LEAD 425

**Primary Cross-listing**

This capstone course examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by surveying institutional constraints confronting contemporary political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment, among others. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. While the course will focus primarily on the United States, our conceptual framework will be global; though our main interest will be contemporary, we will also examine previous eras in which democratic leadership has come under great pressure. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

**Requirements/Evaluation:** Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

**Prerequisites:** LEAD 125 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 357 (D2) LEAD 425 (D2)

**Attributes:** LEAD Facets or Domains of Leadership PSCI Research Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams

**Winter Study -----**

**LEAD 12 (W) Principles of Effective Leadership**

This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several guest leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests' approaches to organizational leadership is the primary goal of this Winter Study. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 5-page final paper and 5-minute presentation which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals.

**Requirements/Evaluation:** Short paper and final project or presentation; In-Class Discussions

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Leadership Studies Department

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William E. Simon, Jr., '73. Businessman, lawyer and philanthropist. Earlier in his career he was Asst. U.S. Attorney in the Southern District of N.Y. and the 2002 California Republican gubernatorial nominee. He is Trustee Emeritus of the College.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Bill Simon

### **LEAD 16 (W) Effective Advocacy and Public Speaking**

Clear and persuasive public speaking, whether before a small group or a much larger audience, is essential to effective leadership and career development. This course is designed to enhance a student's ability to develop a position on a significant issue and to advance and defend that position orally. This course will give students, either singly or in pairs, numerous opportunities to make presentations and receive immediate feedback from the Instructors. The course will consist of three sessions per week lasting approximately 120-150 minutes, with an initial organizational session to select a topic to be presented or debated. Students may choose the method of their presentation, and each student may select their own presentation topic or choose from a list of suggested issues.

**Class Format:** Class sessions will be devoted to developing oral skills (3-5 minutes each), such as telling a story, giving a political speech, making a sales pitch, and explaining an abstract idea or concept. Students will also have the opportunity to engage in mock job interviews with representatives from the fields of education, medicine, law and finance. As a capstone project, the students will present on a topic of their sole selection for 7-9 minutes and answer questions from students and instructors.

**Requirements/Evaluation:** oral presentations of 3-10 minutes throughout the course, but no less than once a week; listen to and critique each other's presentations throughout the course

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference to seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** David Olson and Stephen Brown are experienced trial lawyers and Robert Schwed is an experienced business lawyer. They taught this course in January 2022 as LEAD-16.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 MWR 1:00 pm - 3:50 pm David C. Olson, Steve Brown

### **LEAD 17 (W) Mindful Leadership**

Why should anyone be led by you? What are you doing to strengthen your ability to speak truth to power, to embody compassion, and to perform at your best? Mindfulness can shift our baseline level of happiness, help us to navigate upheaval in our lives, and enable us to lead through uncertainty. In this experiential learning course-blending (still and moving) meditation with leadership development-you will heighten your ability to navigate intense emotions, develop strategies for working with your inner critic, explore impermanence (yes, we are all going to die), cultivate lovingkindness, and elevate your ability to perform (we can all do better...especially if we can harness flow). You will also explore storytelling, decision-making, debriefing, embodied dance, the enneagram, pivotal life moments, and polarities. Ready to drop in, breathe, and show up fully? While exploring and integrating, you will co-facilitate an experience for the group that you believe will contribute to our collective learning. You will co-facilitate the debrief of another

student-led exercise-to draw out lessons learned. Near the end of the course, you will also contribute to lead a session for the Williams community. Through readings, podcasts, and videos we will be inspired by thinkers such as: Amy Edmondson, Jim Detert, Zander Grashow, Kelly Lewis, and Christopher Alexander as well as mindfulness practitioners such as: Jack Kornfield, Mark Coleman, Ruth King, and Sharon Salzberg. You'll also venture off-campus with your pod to explore the Clark and MASS MoCA.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** open to all students; no previous mindfulness, leadership development, nor movement experience required

**Enrollment Limit:** 16

**Enrollment Preferences:** statement of interest (share a bit about yourself and your interest in the course)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jamie coaches changemakers to do what brings them alive. He accompanies executive committees and startup teams to explore their way of being (what must you believe to lead differently) and effectiveness (we can all do better). He is an Integral master coach, a certified mindfulness teacher--and he's fortunate to have worked with organizations such as: The Gates Foundation, Google, Greenpeace, Purpose, MIT Solve and the Williams ski teams. Still curious? Learn more: [www.jamiehunt.org](http://www.jamiehunt.org)

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Jamie Hunt

### **LEAD 18 (W) Wilderness Emergency Care**

This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification. The course runs 9 consecutive days straight from 9AM--5PM. The instructor will be provided by SOLO (Stonehearth Open Learning Opportunities).

**Requirements/Evaluation:** written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 22

**Enrollment Preferences:** submit a statement of purpose to the course sponsor, WOC Director, explaining why they want to take the course and hope to gain from the experience

**Grading:** pass/fail only

**Materials/Lab Fee:** \$450

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 M-F 9:00 am - 5:00 pm Scott A. Lewis

### **LEAD 22 (W) Ski Patrol: Outdoor Emergency Response**

The course will teach and develop the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor environments. Successful completion of written and practical exams, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon implementing National Ski Patrol's Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, "on-hill" environment. Students will spend approximately 12 hours per week learning and practicing Ski Patrol medical care and rescue techniques. Specifically, students will develop skills to recognize and provide emergency care for situations they learned about in prior first responder training (Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician): - Wounds and Burns - Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion) - Musculoskeletal Trauma (e.g., breaks, strains, sprains, etc.) - Shock, Respiratory Emergencies, Poisoning, Substance abuse emergencies - Medical emergencies (e.g., heart attack, stroke,

seizures, insulin shock, etc.) In the outdoor environment, students will practice the use of various types of splints, spinal motion restriction, bandaging, rescue/transport equipment, methods of extrication, use of oxygen, organization/prioritization of rescue tasks, and how to deal with unusual emergencies such as mass casualty incidents. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Each week there will be ~12 hours of practical outdoor work at Jiminy Peak and on campus. Exact class timing (morning vs. afternoon; 4 vs. 6 hours per meeting; etc.) will be determined based on student and instructor availability. Additional homework/practice may be required. Class attendance is mandatory. The course includes certification in CPR.

**Requirements/Evaluation:** Written and practical exams

**Prerequisites:** Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician

**Enrollment Limit:** 16

**Enrollment Preferences:** The course will be limited to 15 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** An alumnus of Williams ('85) with a PhD in Materials Science, Tom Feist worked for General Electric, taught Chemistry at Williams, and has ski patrolled for over 40 years. He is a National Ski Patrol Instructor Trainer and patroller at Sugarbush, VT.

**Materials/Lab Fee:** \$20

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TBA Thomas P. Feist

### **LEAD 99 (W) Independent Study: Leadership Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Justin Crowe

# LINGUISTICS

**Advisor: Associate Professor Lama Nassif**

How is language structured? What are the social forces associated with the development of language? How does the mind process and produce language? What are the best methods for teaching and learning a new language? Linguistics is a vibrant and multifaceted field that bridges the academic and the everyday. From Sociolinguistics to Linguistic Anthropology to Applied Linguistics, each of the various disciplines associated with the general area of Linguistics provides an illuminating perspective on the ways in which language works.

At Williams, students can gain insight into the intricacies of linguistic functions in courses located in several different academic units.

## Linguistics

### **ANTH 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

#### Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

### **ANTH 262 (S) Language and Power**

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we create community - and

social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial South Asia. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in our local community.

**Requirements/Evaluation:** Regular postings of critical response papers and an ethnographic final project.

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors or final-year students.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** Linguistics

Not offered current academic year

### **ARAB 224 (S) Second Language Learning: The Learner, the Classroom, and the Social World**

Learning a second language is one of the most exhilarating, rewarding, and eye-opening experiences of a life-time. Millions of people around the globe embark on a journey of exploration of target languages and cultures while reflecting on the self and home culture(s) in the process. This course introduces you to core issues related to the learning of a second language. What are the processes involved in learning a second language? What does it mean to know another language? Is second language learning similar to first language learning? Why are some language learners more successful than others? What individual variables do learners bring to the learning process? How can classrooms facilitate second language learning? How do learners perceive teachers' feedback? How does the specific socio-cultural context impact language learning? How does learning about the target culture feed into language learning? How does the learner's identity evolve in the process of second language learning? These are some key second language learning questions that we will examine in this class. Readings are drawn from studies on the learning of different languages.

**Requirements/Evaluation:** Active class participation, assignments, article presentation and leading a class discussion, language learner interview, exam, a final project.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is overenrolled preference will be first given to Arabic majors, then seniors, then juniors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 Cancelled

### **ASIA 131 (F) Introduction to Japanese Linguistics: Past, Present and Future of Japanese Language**

**Cross-listings:** JAPN 131 ASIA 131

Secondary Cross-listing

This course is to understand of how and why the Japanese language has developed to its present form and usage. We will first learn basic concepts and methodologies of linguistics, such as how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics and pragmatics). Then, based on sociolinguistics, linguistic typology, anthropological and cognitive linguistics frameworks, we will investigate variations and usages of the Japanese language. Topics will include polite language and honorifics, gender and women's language, onomatopoeia, linguistic landscape, Japanese dialects, language conflicts, language rights

(Okinawans, Ainu, and Koreans in Japan), and multilingualism. The course format combines lectures, seminars, and student-facilitated discussions. There will be small quizzes, homework assignments, a final research paper, and a poster presentation of the final project. Although there is no prerequisite, intermediate Japanese proficiency or equivalent is beneficial when analyzing primary data.

**Class Format:** combination of lecture and discussion

**Requirements/Evaluation:** quizzes, one or two discussion facilitation, mid-term exam, poster presentation, and an 8- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 131 (D1) ASIA 131 (D1)

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kasumi Yamamoto

### **ASIA 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

#### **Secondary Cross-listing**

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

### **CHIN 272 (S) The History and Mythology of Chinese Scripts**

**Cross-listings:** STS 272 CHIN 272 COMP 272

**Primary Cross-listing**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

**Not offered current academic year**

### **COGS 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

**Cross-listings:** PSYC 222 PHIL 222 COGS 222

**Primary Cross-listing**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Requirements/Evaluation:** midterm and final exams, and weekly exercises

**Prerequisites:** PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

There is no need to contact the instructor to indicate special interest in the course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

Spring 2023

LEC Section: 01 Cancelled

**COGS 224 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

**Primary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**COGS 390 (S) Discourse Dynamics (WS)**

**Cross-listings:** COGS 390 PHIL 390

**Primary Cross-listing**

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're

consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

**Requirements/Evaluation:** Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

**Prerequisites:** At least one philosophy or cognitive science course (any level), or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 390 (D2) PHIL 390 (D2)

**Writing Skills Notes:** There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

### **COMP 272 (S) The History and Mythology of Chinese Scripts**

**Cross-listings:** STS 272 CHIN 272 COMP 272

#### **Secondary Cross-listing**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

**Not offered current academic year**

### **GBST 162 (S) Languages of East Asia**

**Cross-listings:** CHIN 162 GBST 162 ANTH 162 ASIA 162

**Secondary Cross-listing**

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CHIN 162 (D1) GBST 162 (D1) ANTH 162 (D2) ASIA 162 (D1)

**Attributes:** Linguistics

Spring 2023

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

**JAPN 131 (F) Introduction to Japanese Linguistics: Past, Present and Future of Japanese Language**

**Cross-listings:** JAPN 131 ASIA 131

**Primary Cross-listing**

This course is to understand of how and why the Japanese language has developed to its present form and usage. We will first learn basic concepts and methodologies of linguistics, such as how to formally analyze the patterns of speech sounds (phonetics and phonology), word formation (morphology), sentence structures (syntax), and meaning (semantics and pragmatics). Then, based on sociolinguistics, linguistic typology, anthropological and cognitive linguistics frameworks, we will investigate variations and usages of the Japanese language. Topics will include polite language and honorifics, gender and women's language, onomatopoeia, linguistic landscape, Japanese dialects, language conflicts, language rights (Okinawans, Ainu, and Koreans in Japan), and multilingualism. The course format combines lectures, seminars, and student-facilitated discussions. There will be small quizzes, homework assignments, a final research paper, and a poster presentation of the final project. Although there is no prerequisite, intermediate Japanese proficiency or equivalent is beneficial when analyzing primary data.

**Class Format:** combination of lecture and discussion

**Requirements/Evaluation:** quizzes, one or two discussion facilitation, mid-term exam, poster presentation, and an 8- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JAPN 131 (D1) ASIA 131 (D1)

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Kasumi Yamamoto

**PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)**

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have *meanings*. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

**Requirements/Evaluation:** Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to first year students and philosophy majors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

**Difference, Power, and Equity Notes:** This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**PHIL 203 (F) Logic and Language (QFR)**

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a final, frequent homework and problem sets

**Prerequisites:** none

**Enrollment Limit:** 40/sect

**Enrollment Preferences:** Philosophy majors, seniors, juniors, sophomores, first-years in that order.

**Expected Class Size:** 40/sect

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The main part of the course is learning two formal languages of logic: sentential logic predicate logic

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **PHIL 221 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

#### Secondary Cross-listing

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

### **PHIL 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

**Cross-listings:** PSYC 222 PHIL 222 COGS 222

#### Secondary Cross-listing

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Requirements/Evaluation:** midterm and final exams, and weekly exercises

**Prerequisites:** PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. There is no need to contact the instructor to indicate special interest in the course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

Spring 2023

LEC Section: 01 Cancelled

### **PHIL 310 (F) Wittgenstein's Later Philosophy (WS)**

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology, Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

**Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

**Prerequisites:** two Philosophy courses

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

**Attributes:** Linguistics PHIL History Courses

Not offered current academic year

### **PHIL 390 (S) Discourse Dynamics (WS)**

**Cross-listings:** COGS 390 PHIL 390

Secondary Cross-listing

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

**Requirements/Evaluation:** Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

**Prerequisites:** At least one philosophy or cognitive science course (any level), or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 390 (D2) PHIL 390 (D2)

**Writing Skills Notes:** There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

### **PSYC 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

**Cross-listings:** PSYC 222 PHIL 222 COGS 222

#### **Secondary Cross-listing**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Requirements/Evaluation:** midterm and final exams, and weekly exercises

**Prerequisites:** PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites. There is no need to contact the instructor to indicate special interest in the course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

Spring 2023

LEC Section: 01 Cancelled

**STS 272 (S) The History and Mythology of Chinese Scripts**

**Cross-listings:** STS 272 CHIN 272 COMP 272

**Secondary Cross-listing**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion

**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

**Not offered current academic year**

## **CENTER FOR ENVIRONMENTAL STUDIES**

### **MARITIME STUDIES**

**Chair: Associate Professor Nicolas Howe**

**Associate Director: Lecturer Sarah Gardner**

Professor: H. Art. Associate Professor: N. Howe. Assistant Professors: P. Kohler, L. Martin. Class of 1946 Visiting Distinguished Professor of Environmental Studies: D. Cassuto. Visiting Assistant Professors: S. Auer, A. Merleaux. Lecturers: S. Gardner, J. Racela. Gaius Charles Bolin Fellow: Brittany Meché. Research Associates: R. Bolton, L. Venolia.

On leave fall/spring: N. Howe

Environmental Studies Advisory Committee: Professors: H. Art. Associate Professors: M. Cook, S. Jacobson, J. Manigault-Bryant. Assistant Professors: R. Bassar, P. Kohler, L. Martin. Lecturer: S. Gardner.

Maritime Studies Advisory Committee: Professors: H. Art, R. Cox, C. Ting. Associate Professor: L. Gilbert. Assistant Professor: J. Constantine. Associate Dean: J. Gerry.

Mystic Executive Director: T. Van Winkle.

### **MEMBERS OF THE CENTER FOR ENVIRONMENTAL STUDIES**

Alex Apotsos, Visiting Lecturer in Geosciences

Henry W. Art, Professor of Biology and Environmental Studies

Sonya Auer, Visiting Assistant Professor of Biology

Lois M. Banta, Professor of Biology

Ron D. Bassar, Assistant Professor of Biology

Ben Benedict, Lecturer in Art

Mary K. Bercaw-Edwards, Associate Professor for Literature of The Sea, Williams-Mystic Maritime Studies Program

Julie C. Blackwood, Assistant Professor of Mathematics

Roger E. Bolton, Professor of Economics, Emeritus

Cory E. Campbell, instructional Technology Specialist

Phoebe A. Cohen, Associate Professor of Geosciences

Anthony J. Carrasquillo, Assistant Professor of Chemistry

David Cassuto, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Jose E.A. Constantine, Assistant Professor of Geosciences

Mea S. Cook, Associate Professor of Geosciences

David P. Dethier, Professor of Geosciences\*

Joan Edwards, Professor of Biology

Laura Ephraim, Associate Professor of Political Science

Michael Evans, Assistant Director of The Zilkha Center for Environmental initiatives

Jessica M. Fisher, Assistant Professor of English

Antonia Foias, Professor of Anthropology and Sociology

Jennifer L. French, Professor of Spanish

Sarah S. Gardner, Lecturer in Environmental Studies

Matthew Gibson, Assistant Professor of Economics

Lisa Gilbert, Associate Professor of Geosciences and Marine Sciences

Casey Gregory, Assistant Professor of Economics

Catherine Hall, Lecturer, Williams-Mystic Maritime Studies Program

Jacqueline Hidalgo, Associate Professor of Latina/O Studies and Religion

Nicolas Howe, Associate Professor of Environmental Studies

Sarah Jacobson, Associate Professor of Economics

Amy Johns, Director of The Zilkha Center for Environmental initiatives

Andrew Jones, Manager, Hopkins Memorial Forest

Paul Karabinos, Professor of Geosciences

Pia Kohler, Assistant Professor of Environmental Studies

Elizabeth Kolbert, Class of 1946 Visiting Distinguished Professor of Environmental Studies

Joel Lee, Assistant Professor of Anthropology

Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club

Dr. Alicia Maggard, Post-Doc, Williams-Mystic Maritime Studies Program

James Manigault-Bryant, Associate Professor of Africana Studies

Luana Maroja, Associate Professor of Biology

Laura Martin, Assistant Professor of Environmental Studies

Karen R. Merrill, Professor of History

Manuel Morales, Professor of Biology and Director of Research Hopkins Forest

James Nolan, Professor of Sociology

Julie Pedroni, Lecturer in Philosophy

Timothy Pusack, Assistant Professor of Marine Ecology, Williams-Mystic Maritime Studies Program

Jay Racela, , Lecturer, CES and Morley Sciences Laboratories

David P. Richardson, Professor of Chemistry

Merida Rúa, Associate Professor of Latina/O Studies and American Studies

Kenneth Savitsky, Professor of Psychology

David C. Smith, Senior Lecturer in Biology

David L. Smith, Professor of English

John W. Thoman, Jr., Professor of Chemistry

Chad M. Topaz, Professor of Mathematics

Claire Ting, Professor of Biology

Tom Van Winkle, Executive Director of The Williams-Mystic Maritime Studies Program

## **ENVIRONMENTAL STUDIES**

Environmental issues call upon citizens, organizations, and governments to grasp complex scientific concepts, address conflicting human values, and make difficult economic, political and ethical choices. A proper understanding of environmental issues is therefore an interdisciplinary exercise.

The concentration in Maritime Studies is designed to help students to:

- Effectively address complex environmental issues by integrating perspectives from the natural sciences, the social sciences, and the arts and humanities;
- Understand ecological principles and the nature of living systems;

- Apply scientific methods to collect environmental data and evaluate environmental quality;
- Understand the political and economic factors that inform, enable, and constrain environmental policy;
- Understand the social, cultural, and historical factors that shape environmental thought, history, and behavior;
- Develop significant understanding of one or more of the essential methodological approaches required in addressing environmental challenges;
- Apply their learning in a practical setting.

The program is administered by the Center for Environmental Studies (CES), located in the Class of 1966 Environmental Center. Founded in 1967, CES was one of the first environmental studies programs at a liberal arts college. In addition to the academic program described below, CES is the focus of a varied set of activities in which students lead and participate, often with other members of the Williams community. CES offers extensive resources including databases, funding for student-organizations, and student initiated activities, and generous support for summer research and internships. The Class of 1966 Center, a Living Building and the Program's home, includes a classroom, living room, study rooms, kitchen, as well as student gardens. The CES manages the Hopkins Memorial Forest, a 2600-acre natural area northwest of campus, in which there are field-study sites and a laboratory, and where passive-recreation opportunities may be found in all seasons. CES also operates the Environmental Analysis Laboratory in Morley Science Center. The Maritime Studies concentration builds on the course offerings of the Williams-Mystic Maritime Studies Program at Mystic Seaport.

### **ADVISING**

Concentrators (or first-years and sophomores interested in the concentration offered by CES) are encouraged to talk at any time with the Chair or Associate Director of Environmental Studies, or any other members of CES or Maritime Studies for advice. All incoming concentrators will choose a faculty advisor in the spring of their sophomore year.

**Advisors for 2019-20:** Henry Art, Sarah Gardner, Pia Kohler, Laura Martin, Mea Cook, James Manigault-Bryant.

### **CONCENTRATION IN MARITIME STUDIES**

The Maritime Studies concentration provides students with an opportunity to explore how humans interact with the environment, including the maritime environment. Understanding the oceans and our interactions with them is of increasing importance in this era of climate change, sea-level rise, fisheries crises, and the internationalization of the high seas. We encourage students to investigate our WaterWorld from the perspectives of the humanities, social sciences, and physical sciences. Maritime Studies is an interdisciplinary, cross-divisional program that includes the literature, history, policy issues, and science of the ocean. Candidates for the concentration in Maritime Studies must complete a minimum of seven courses: the interdisciplinary introductory course (GEOS 104 Oceanography), four intermediate core courses (at Williams-Mystic), an elective, and the senior seminar.

Students who have completed other study-away programs that emphasize maritime studies should consult with the CES chair about the possibility of completing the Maritime Studies concentration.

### **Required Courses (7 courses)**

#### **Introductory Course**

MAST/ENVI/GEOS 104 Oceanography

Students who take MAST 211/GEOS 210 Oceanographic Processes at Williams-Mystic can substitute an extra elective in lieu of GEOS 104.

#### **Capstone Course**

ENVI/MAST 412 Senior Seminar: Perspectives on Environmental Studies

#### **Core Courses (taken as part of Williams-Mystic program at Mystic Seaport):**

MAST/ENGL 231 Literature of the Sea

MAST 311/BIOL 231 Marine Ecology OR MAST 211/GEOS 210 Oceanographic Processes

MAST/ENVI 351/ PSCI 319 Marine Policy

MAST/HIST 352 America and the Sea, 1600-Present

#### **Elective Courses**

Elective courses are listed based on either a clear maritime statement in the course description or broad practical/theoretical applicability to maritime studies. Concentrators will take a minimum of one course from the list below. If concentrators find other courses in the catalog that they believe meet the requirements for a MAST elective, they may bring them to the attention of the Chair or Associate Director.

[BIOL 414\(F\) SEM Life at Extremes: Molecular Mechanisms](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ECON 213 / ENVI 213\(F\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 215 / GBST 315\(S\) LEC Globalization](#)

Taught by: [Will Olney](#)

[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522\(S\) LEC Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 477 / ENVI 376\(F\) SEM Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)

[Catalog details](#)

[GEOS 212 / BIOL 211 LEC Paleobiology](#)

Taught by: [Phoebe Cohen](#)

[Catalog details](#)

[GEOS 215 / ENVI 215\(S\) LEC Climate Changes](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 226 / MAST 226 / ENVI 252 TUT The Oceans and Climate](#)

Taught by: [Mea Cook](#)

[Catalog details](#)

[GEOS 302 SEM Sedimentology](#)

Taught by: [Rónadh Cox](#)

[Catalog details](#)

[HIST 321 / ASIA 321 / LEAD 321 SEM History of U.S.-Japan Relations, 1853-Present](#)

Taught by: [Eiko Maruko Siniawer](#)

[Catalog details](#)

[HIST 391 / ASIA 391 / GBST 391 SEM When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[MAST 268 / ENVI 268 SEM Debating Ocean Biodiversity at the Intersection of Science and Policy](#)

Taught by: [Catherine Robinson Hall](#)

[Catalog details](#)

[PSCI 229\(S\) LEC Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

## **INDEPENDENT STUDY AND WINTER STUDY**

In addition to courses fulfilling the Maritime Studies concentration requirements, the following courses are offered:

MAST 397, 398 Independent Study: Maritime Studies

MAST 493-W31-494 Senior Thesis: Maritime Studies

Winter study courses play an important role in the program, offering opportunities to learn about aspects of environmental studies with which students would like to become more familiar. We encourage students to bear in mind their interests in the environment and maritime studies when reviewing each year's Winter Study offerings.

## **HONORS IN MARITIME STUDIES**

Candidates for honors in Maritime Studies will complete a thesis in their senior year. The project will involve original research (archive, museum, field, or laboratory) followed by on-campus analysis and write-up of results. The thesis may either be a one-semester plus winter study project, or a full year (two semesters plus winter study). In either case, data collection during the summer before the senior year may be necessary. In some cases, the thesis project may be a continuation and expansion of the student's Williams-Mystic research project. Honors will be awarded if the thesis shows a high degree of scholarship, originality, and intellectual insight.

## **MAST 104 (F) Oceanography**

**Cross-listings:** MAST 104 GEOS 104 ENVI 104

### **Secondary Cross-listing**

The oceans cover three quarters of Earth's surface, yet oceanography as a modern science is relatively young: the first systematic explorations of the geology, biology, physics and chemistry of the oceans began in the late 19th century. This introduction to ocean science includes the creation and destruction of ocean basins with plate tectonics; the source and transport of seafloor sediments and the archive of Earth history they contain; currents, tides, and waves; photosynthesis and the transfer of energy and matter in ocean food webs; the composition and origin of seawater, and how its chemistry traces biological, physical and geological processes; oceans and climate change; and human impacts.

**Class Format:** three 50-minute lecture/discussion meetings each week; 2-hour lab every second week; one all-day field trip to the Atlantic coast of New England.

**Requirements/Evaluation:** lab activities (25%), homework (25%), quizzes (5%), three exams (45%)

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first year and second year students, Geosciences majors, Maritime Studies concentrators

**Expected Class Size:** 48

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 104 (D3) GEOS 104 (D3) ENVI 104 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 3:00 pm Mea S. Cook

LAB Section: 03 R 1:00 pm - 3:00 pm Mea S. Cook

## **MAST 211 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

### **Primary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies

Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

Spring 2023

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

**MAST 226 (S) The Oceans and Climate (WS)**

**Cross-listings:** GEOS 226 ENVI 226 ENVI 252 MAST 226

**Secondary Cross-listing**

The oceans are a fundamental part of Earth's climate system. Ocean currents redistribute heat and water vapor around the globe, controlling temperature and precipitation patterns. Marine phytoplankton blooms and air-sea gas exchange modulate the atmospheric carbon dioxide concentration. The dynamic interaction of the atmosphere and the sea surface results in multi-year climate variations such as the El Niño-Southern Oscillation. This course will examine gradual and abrupt climate shifts from Earth's history and the ocean's role in driving, amplifying or dampening the changes, the ocean's response to anthropogenic greenhouse gas emissions, and the projected impacts of continued emissions and climate change on the ocean in the coming decades and millennia. We will analyze articles from the scientific literature that lay out the theory on the ocean's influence on climate, reconstruct past climate and ocean changes, test the mechanisms responsible for those changes, and with that knowledge, project the consequences of continued anthropogenic greenhouse gas emissions. Topics may include the climate effects of opening and closing seaways with plate tectonics, ocean feedbacks that amplify the intensity of ice ages, the instability of ocean circulation during ice-sheet retreat, the evolution of the El Niño-Southern Oscillation with changing carbon dioxide through the geologic past and the next century, ocean heat and carbon dioxide uptake during the last century and into the future, and the impact on sea level, seafloor methane reservoirs, ocean acidification, oxygenation and marine ecosystems. This course is in the Oceans and Climate group for the Geosciences major.

**Requirements/Evaluation:** evaluation will be based on the critical analysis of reading from the scientific literature through discussion, writing and revision

**Prerequisites:** at least one GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a strong interest in Geosciences and Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 226 (D3) ENVI 226 (D3) ENVI 252 (D3) MAST 226 (D3)

**Writing Skills Notes:** each student will write five 5-page position papers and five 1-page response papers; students will give and receive feedback through peer review and tutorial meeting discussions and will develop their writing and critical analysis skills through revision

**Attributes:** ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

**Not offered current academic year**

**MAST 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 231

**Primary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

### **MAST 263 (S) The Global Ocean: An Interdisciplinary Introduction**

**Cross-listings:** MAST 263 ENVI 263

#### **Primary Cross-listing**

Though it covers most of the planet, the ocean's importance to everyday life is easy to overlook. Its roles as a cultural symbol, resource, highway, and climate regulator make it essential to life around the world. This interdisciplinary course, team-taught by the faculty of the Williams-Mystic Program, will examine key issues in each of the world's oceans while introducing students to the ways these issues connect multiple disciplines and transcend physical, political, and imaginary ocean boundaries. By drawing on the expertise of the five professors -- from humanities, social sciences, and sciences -- this course facilitates the critical study of the ocean from an interdisciplinary perspective and helps them consider their own role in the shifting relationship between humanity and the ocean. This seminar-style course will meet twice a week online, with students assessed by their participation, response papers, and final project, while helping them apply interdisciplinary skills to pressing sustainability issues connecting the environment and society.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 263 (D2) ENVI 263 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **MAST 265 (F) Coral Reefs: Ecology, Threats, & Conservation**

**Cross-listings:** ENVI 265 BIOL 165 MAST 265

#### **Primary Cross-listing**

Coral reefs are a fascinating ecosystem found throughout the world's tropical oceans. Corals can thrive in nutrient-poor oceans because of the mutualistic relationship with algal symbionts. And as a foundational species, corals provide a habitat for numerous species, possibly the highest diversity found on the planet. However, these complex and beautiful ecosystems are declining worldwide from a variety of local and global threats. In this course, we will explore coral reef ecology through an in-depth examination of the biotic and abiotic factors contributing to the ecosystem's functioning. We will also investigate the causes and consequences of threats to coral reefs, such as ocean warming, ocean acidification, and resource extraction. Finally, we will identify the many efforts worldwide to conserve coral reefs and promote their resilience. In this seminar course, you will demonstrate your proficiency through knowledge assessments, short writing reflections, a virtual coral fragmentation experiment, and a creative advocacy project. This course aims to deepen your awareness of the complex species interactions on coral reefs and the physical factors affecting coral survival while fostering hope through current conservation efforts.

**Requirements/Evaluation:** Four 1-paragraph discussion board post, One 20-question knowledge assessment (quiz), Three 2-page writing reflections, One lab results and discussion write-up 2-3 pages figures included, and a creative (medium is student choice) advocacy project.

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. First-Year, 2. Sophomores

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Does not count for Biology major credit.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 265 (D3) BIOL 165 (D3) MAST 265 (D2)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **MAST 266 (S) Reading Water (WS)**

**Cross-listings:** ENVI 266 MAST 266

#### **Primary Cross-listing**

Water has such profound and far-reaching influence on individuals, societies, and the planet that it simultaneously risks going overlooked and appearing clichéd. Human beings are made of it and need it to live, yet will die if immersed in it. It is venerated by cultures around the world, yet most people either cannot access clean water, or don't know where their clean water is piped in from. It covers the earth's surface, and has shaped it over eons, yet scientists are still not sure how it came to be here in the first place. This wide-ranging influence also presents challenges for traditional academic structures; thinking about water demands crossing times, spaces, and disciplines. This course will explore the wide-ranging and diverse ways water impacts individuals, cultures, and the environments they call home by drawing on a range of content: hydrology, literature, political theory, storytelling, geography, and more. To do this, we will also develop and examine methods of critically reading as "non-experts"--reading scientific articles as rhetorical objects and reading for scientific principles in literature, for instance--to explore what interdisciplinary thinking opens up (and inhibits), and thus how to effectively engage with and create interdisciplinary work. The goal here is not to define water's cultural or scientific

importance, or to determine which disciplines "best" combine to explain water, or to come up with humanities-based solutions to "the water crisis." Rather, these texts, and the water that flows through them will help us explore the opportunities and limits of human perceptions of the other-than-human world. It will help us consider the extent to which those perceptions both shape, and are shaped by, a seemingly simple molecule. And it will help us imagine epistemologies and ontologies that account for the ways water simultaneously flows through us, around us, and through the deep geological history of the planet. Course Texts: Tristan Gooley -- *How to Read Water* (selections) Vandana Shiva -- *Water Wars* (selections) Luna Leopold -- *Water, Rivers, and Creeks* (selections) Richard White -- *The Organic Machine* Linda Hogan -- *Solar Storms* Marc Reisner -- *Cadillac Desert* Jesmyn Ward -- *Salvage the Bones* John McPhee -- "Atchafalaya" Emmi Itäranta -- *Memory of Water* Brenda Hillman -- "The Hydrology of California"

**Class Format:** The class will be primarily discussion-based, and will ask students to lead and structure discussions. Students will have questions, reflections, and insights prepared before class, and use those to drive our in-class activities.

**Requirements/Evaluation:** 100pg of reading a week, give or take. Approx 20-25 pages of written work throughout the semester.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference to majors, and then to sophomores and juniors, respectively.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 266 (D1) MAST 266 (D1)

**Writing Skills Notes:** Students will write four papers of increasing complexity that will require workshopping and drafts. Each of these papers will receive forward-looking writing feedback from me. The first paper centers on paragraph-level stylistic choices, the second on argument/evidence connections, the third on genre, and the final paper synthesizes these writing skills. In addition, students' final grades will allow for revision of earlier papers to encourage and assess growth of writing skills.

Not offered current academic year

### **MAST 268 (S) Debating Ocean Biodiversity at the Intersection of Science and Policy**

**Cross-listings:** ENVI 268 MAST 268

#### **Primary Cross-listing**

Biodiversity in the ocean is facing an onslaught of challenges, both directly and indirectly. It is likely that we are undergoing a sixth mass extinction event, where diversity of life on earth is stunningly at risk. Fortunately, however, we are also finding innovative ways to solve issues and attempt to stave off these dramatic changes to our ecosystems. These solutions potentially have both positive and negative effects. Difficult tradeoffs must be weighed and decisions must be made as people wrestle with known knowns, known unknowns, and unknown unknowns. In this class, we will explore five issues that relate to biodiversity in the ocean. You will have the opportunity to investigate one side of an issue, to collect supporting information, and to advocate for your position all while learning about current biodiversity issues in the ocean. You will be challenged to weigh conflicting evidence to find a positive outcome. Throughout the class you will practice critical thinking, evaluation, and synthesizing skills as you work with multiple viewpoints. Class time will include lecture, in-class group work, and student-led debates of timely, controversial issues. You will be assessed on summaries of information, reflections on topics, and a final project on an issue of your choice relating to ocean biodiversity.

**Requirements/Evaluation:** Five 2-page papers, participation, and a 6-8 page final paper

**Prerequisites:** none, open to all students

**Enrollment Limit:** 20

**Enrollment Preferences:** 1. first years, 2. sophomores, 3. MAST concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 268 (D2) MAST 268 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives

Not offered current academic year

### **MAST 311 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

#### **Primary Cross-listing**

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

### **MAST 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

#### **Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research

Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352 (F)(S) American Maritime History** (DPE) (WS)

**Cross-listings:** HIST 352 MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate

in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **MAST 397 (F) Independent Study: Maritime Studies**

Maritime Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Fall 2022

IND Section: 01 TBA Nicolas C. Howe

### **MAST 398 (S) Independent Study: Maritime Studies**

Maritime Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** No divisional credit

Spring 2023

IND Section: 01 TBA Nicolas C. Howe

### **MAST 402 (S) Senior Seminar: Perspectives on Environmental Studies (WS)**

**Cross-listings:** MAST 402 ENVI 412

**Secondary Cross-listing**

The Environmental Studies and Maritime Studies programs provide students with an opportunity to explore the myriad ways that humans interact with diverse environments at scales ranging from local to global. The capstone course for Environmental Studies and Maritime Studies, this seminar brings together students who have specialized in the humanities, social studies and the sciences to exchange ideas across these disciplines. Over the course of the seminar, students will develop a sustained independent research project on a topic of their choice, and they will have opportunities throughout the semester to meet with guest speakers to discuss environmental work outside the academy.

**Requirements/Evaluation:** active participation, discussion leading, several smaller assignments and multi-step capstone project

**Prerequisites:** declared major/concentration in Environmental Studies or Maritime Studies, ideally to be taken in final semester at Williams

**Enrollment Limit:** 14

**Enrollment Preferences:** Environmental Studies majors and concentrators, Maritime Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required course for students wishing to complete the Maritime Studies concentration

**Distributions:** No divisional credit (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 402 No divisional credit ENVI 412 No divisional credit

**Writing Skills Notes:** This course is focused on building up cross-disciplinary writing and communication skills. There will be a multi-step capstone project that emphasizes writing, and there will be opportunities to revise and resubmit work.

**Attributes:** ENVI Core Courses EVST Core Courses EVST Senior Seminar

Not offered current academic year

### **MAST 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Secondary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **MAST 493 (F) Senior Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

Fall 2022

HON Section: 01 TBA Nicolas C. Howe

**MAST 494 (S) Senior Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

Spring 2023

HON Section: 01 TBA Nicolas C. Howe

**Winter Study -----**

**MAST 31 (W) Sen Thesis: Maritime Studies**

Maritime Studies senior thesis.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Nicolas C. Howe

**MAST 99 (W) Independent Study: Maritime Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01

## MATERIALS SCIENCE STUDIES (Div III)

Advisory Committee: Professors: D. Aalberts, S. Goh, L. Park. Assistant Professor: K. Jensen.

Materials Science is an interdisciplinary field which combines microscopic physics and chemistry in order to understand and control the properties of materials such as plastics, semiconductors, metals, liquid crystals, and biomaterials. Williams students with an interest in the properties of materials or in pursuing careers in materials science or a variety of engineering disciplines would benefit from following the courses in this program.

### MTSC Courses

#### CHEM 336 (F) Materials Chemistry

Materials have defined much of what is possible in our daily lives. Materials scientists are at the center of imagining and delivering progress, as they improve existing materials and develop new ones to meet today's needs. Materials science focuses on the relationships between the structure, processing, properties, and performance of materials. In this course, we will explore how the properties and potential applications of a solid are related to its atomic and molecular structure, as well as to its organization on larger length scales than are traditionally considered in chemistry. We will cover a variety of different types of materials including metals, ceramics, polymers, and composites. We will examine some of the latest developments in materials science, including new strategies for the synthesis of materials on different length scales, as well as a variety of potential applications of emerging technologies.

**Class Format:** three hours per week

**Requirements/Evaluation:** problem sets, reviews of research articles, two exams, and oral presentations

**Prerequisites:** CHEM 155 or 256 and 251/255

**Enrollment Limit:** 20

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** MTSC Courses

Not offered current academic year

#### CHEM 348 (S) Polymer Chemistry

From synthetic to natural macromolecules, we encounter polymers everywhere and every day. This course explores the multitude of synthetic techniques available and discusses how structure defines function. Topics include polymer types, concept of molecular weight, structure-property relationships and polymer synthesis methods including condensation and chain (anionic, cationic, radical) polymerizations. Fundamentals of composition and physical properties of polymers, and methods of characterization are also covered. Examples of polymer functionalization, self-assembly, and surface modification are also discussed.

**Class Format:** lecture, three hours per week and laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on problem sets, participation, two exams, laboratory work, and a final project

**Prerequisites:** CHEM 251/255

**Enrollment Limit:** 12

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives MTSC Courses

Spring 2023

LAB Section: 02 W 1:00 pm - 5:00 pm Stephanie Christau

LEC Section: 01 TR 8:30 am - 9:45 am Stephanie Christau

### **CHEM 364 (S)(S) Instrumental Methods of Analysis**

Instrumental methods of analysis provide scientists with different lenses to observe and elucidate fundamental chemical phenomena and to measure parameters and properties at the atomic, molecular, and bulk scales. This course introduces a framework for learning about a variety of instrumental techniques that typically include chromatography, mass spectrometry, thermal methods, atomic and molecular absorption and emission spectroscopy, X-ray diffraction, and optical and electron microscopies. Students complete two 5-6 week long laboratory projects and gain hands-on experience and project planning skills to study molecules and materials of interest. This practical experience is complemented by lectures that cover the theory and broader applications of these techniques. Students also explore the primary literature and highlight recent advances in instrumental methods that address today's analytical questions. The skills learned are useful in a wide variety of scientific areas and will prepare you well for research endeavors.

**Class Format:** lecture, two times per week and laboratory, four hours per week; periodic small group meetings to plan laboratory research projects

**Requirements/Evaluation:** Weekly data analysis and project planning assignments for laboratory and analysis of readings for class, problem sets, two project reports and presentations, one oral presentation of an application of instrumental methods, a final independent literature project and presentation; demonstrated progress in research skills, and project engagement.

**Prerequisites:** CHEM 155 or 256 and 251/255; may be taken concurrently with CHEM 256 with permission of instructor

**Enrollment Limit:** 8/lab

**Enrollment Preferences:** Chemistry and Environmental Studies majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives ENVI Natural World Electives MTSC Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Michael H. Ihde

LAB Section: 02 T 1:00 pm - 5:00 pm Michael H. Ihde

### **GEOS 202 (F) Mineralogy**

This course could be subtitled "An Introduction to Earth Materials and Analytical Techniques." As the basis for all subsequent solid-earth courses in the major, it provides a systematic framework for the study of minerals--Earth's building blocks: their physical and chemical properties at all scales and the common analytical methods used to identify and interpret them. The course progresses from hand-specimen morphology and crystallography through element distribution and crystal chemistry to the phase relations, compositional variation, and mineral associations within major rock-forming mineral systems. Laboratory work includes the determination of crystal symmetry; mineral separation; the principles and applications of optical emission spectroscopy; wavelength- and energy-dispersive x-ray spectrochemical analysis; x-ray diffraction; the use of the petrographic microscope; and the identification of important minerals in hand specimen and thin section. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Lecture three hours per week and laboratory three hours per week; independent study of minerals in hand specimen; one afternoon field trip

**Requirements/Evaluation:** one hour test, lab work, and a final exam

**Prerequisites:** one 100-level GEOS course or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores and juniors planning to take GEOS 301, 302 and/or 303 in the subsequent year

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses GEOS Group C Electives - Solid Earth MTSC Courses

Not offered current academic year

**GEOS 234 (S) Introduction to Materials Science (QFR)**

**Cross-listings:** GEOS 234 PHYS 234

**Secondary Cross-listing**

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

**Class Format:** lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

**Requirements/Evaluation:** weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

**Prerequisites:** high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** based on students' scientific background and seniority

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course does not count toward the Geosciences major.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 234 (D3) PHYS 234 (D3)

**Attributes:** MTSC Courses

Not offered current academic year

**PHYS 451 (F) Condensed Matter Physics (QFR)**

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

**Requirements/Evaluation:** weekly readings and problem sets, and exams

**Prerequisites:** PHYS 301 (may be taken simultaneously); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Physics majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** serious problem sets

**Attributes:** MTSC Courses

Not offered current academic year

## MATHEMATICS AND STATISTICS (Div III)

### MATHEMATICS

**Chair: C. Carlisle and Margaret Tippit Professor of Statistics, Richard De Veaux**

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Bhagya Athukorallage, Visiting Assistant Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics
- Xizhen Cai, Assistant Professor of Statistics
- Daniel Condon, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics; on leave Spring 2023
- Pamela E. Harris, Associate Professor of Mathematics; on leave 2022-2023
- Stewart D. Johnson, Professor of Mathematics; on leave Spring 2023
- Bernhard Klingenberg, Professor of Statistics; on leave 2022-2023
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Associate Professor of Mathematics
- Shaoyang Ning, Assistant Professor of Statistics; on leave 2022-2023
- Allison Pacelli, Professor of Mathematics; on leave 2022-2023
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2022-2023
- Mihai Stoiciu, Professor of Mathematics
- Daniel B. Turek, Associate Professor of Statistics; on leave Spring 2023
- Elizabeth M. Upton, Assistant Professor of Statistics
- Jenna Zomback, Visiting Assistant Professor of Mathematics

### MAJOR IN MATHEMATICS

The major in Mathematics is designed to meet two goals: to introduce some of the central ideas in a variety of areas of mathematics and statistics, and to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning. Mathematics is a gateway to many career paths including statistics, teaching, consulting, business, engineering, finance, actuarial studies and applied mathematics. Students are strongly encouraged to consult with the department faculty on choosing courses appropriate to an individualized program of study.

### REQUIREMENTS (9 courses plus colloquium)

The major in Mathematics consists of nine courses taken at Williams plus the colloquium requirement. Mathematics is highly cumulative, and students should plan a route to completing the major that ensures the proper sequencing and prerequisites for all needed courses. Note that not all upper level courses are offered every year.

### Calculus (2 courses)

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

### **Applied/Discrete Mathematics/Statistics (1 course)**

or Mathematics 210 Mathematical Methods for Scientists (Same as Physics 210)

or Mathematics 200 Discrete Mathematics

or Statistics 201 Statistics and Data Analysis

Mathematics 309 Differential Equations

or a more advanced applied/discrete/statistics course with prior department approval

### **Core Courses (3 courses)**

Mathematics 250 Linear Algebra

Mathematics 350 Real Analysis or Mathematics 351 Applied Real Analysis

Mathematics 355 Abstract Algebra

### **Completion (3 courses plus colloquium)**

Two mathematics or statistics electives from courses numbered 300 and above

One Senior Seminar: Any mathematics or statistics course numbered between 400 and 479, taken in the junior or senior year.

Participation in the Department Colloquium, in which all senior majors present a talk on a mathematical or statistical topic of their choice. Each major must attend at least 20 colloquia (reduced to 15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

### **Pass/Fail policies during the Academic Year 2020-2021**

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

### **ADVANCED PLACEMENT**

Students who come to Williams with advanced placement will be moved up in the Mathematics major, and should consult with faculty to be placed in the best class reflecting their experience and background. A student who places out of a course substitutes another course of equal or higher level in Mathematics or Statistics to complete the nine course major. Students should select courses best suited to their preparation and goals, and consult with the department faculty concerning appropriate courses and placement. The department reserves the right to refuse registration in any course for which the student is overqualified.

For Example, a student starting in MATH 130 might take MATH 130 and 140 the first year, MATH 150 and MATH 200 the second year, MATH 250 and MATH 350 the third year, MATH 355 and a senior seminar the fourth year, plus the two required electives some time. Students are encouraged to consult freely with any math faculty about course selection and anything else.

### **CALCULUS PLACEMENT**

**Recommended placement for students who have taken an Advanced Placement Examination in Calculus (AB or BC) is:**

BC 1, 2 or AB 2, 3 Math 140

AB 4 or 5 Math 150

BC 3, 4 or 5 Math 151

Consult with department faculty for any Calculus or Statistics placement questions. Students who have had calculus in high school, whether or not they took the Advanced Placement Examination, are barred from 130 unless they obtain permission from the instructor.

### **NOTES**

**Substitutions, Study Abroad, and Transfer Credit:** In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions or a course from another Williams department may be substituted for electives. Programs like the "Budapest Semester in Mathematics" are recommended for majors who wish to focus on mathematics away. The department, though, normally accommodates students who select other study away programs. The department offers its core courses in both the fall and the spring to allow students to spend more easily a semester away.

**Double Counting:** No course may count towards two different majors.

**Planning Courses:** Core courses Mathematics 350/351 and 355, are normally offered every year. Most other 300-level topics are offered in alternate years. Topology, Complex Analysis, and second courses in real analysis and abstract algebra are normally offered at least every other year.

Each 400-level topic is normally offered every two to four years. Students should check with the department before planning far into the future.

**Course Admission:** Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be approved MATH/STAT courses.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Colloquium requirement, Senior Seminar requirement.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The highly cumulative structure of the major.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## THE DEGREE WITH HONORS IN MATHEMATICS

The degree with honors in Mathematics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of mathematics or statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (MATH/STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. Under certain circumstances, the honors work can consist of coordinated study involving a one semester (MATH/STAT 493 or 494) and a winter study (WSP 030) of independent research, culminating in a "minithesis" and a presentation. Note that during the Academic Year 2020-2021 the winter study requirement for thesis and "minithesis" is waved. At least one semester should be in addition to the major requirements, and thesis courses do not count as 400-level senior seminars.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis, or pursued actuarial honors and written a mini-thesis. An outstanding student who writes a mini-thesis, or pursues actuarial honors and writes a paper, might also be considered. In all cases, the award of honors and highest honors is the decision of the Department.

## APPLIED MATHEMATICS TRACK

Students interested in applied mathematics, engineering, or other sciences should consider:

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Statistics 201 Statistics and Data Analysis

Mathematics 250 Linear Algebra

Mathematics 351 Applied Real Analysis

Mathematics 355 Abstract Algebra

Some programming or numerical analysis (e.g. MATH 361, 318T, or anything if you've had CSCI 134)

MATH 309 or Post-core Differential Equations/Numerical Methods

Senior seminar (e.g. Math Ecology MATH 410T or Mathematical Modeling MATH 433)

Other recommended courses: complex analysis, discrete mathematics (e.g. combinatorics or graph theory), operations research, optimization, probability, statistics, appropriate courses in Biology, Chemistry, Computer Science, Economics, Neuroscience, Physics, etc.

Williams has exchange and joint programs with good engineering schools. Interested students should consult the section on engineering near the beginning of the Bulletin and the Williams pre-engineering advisor for further information.

## GRADUATE SCHOOL TRACK

Students interested in continuing their study of mathematics in graduate school should consider:

Mathematics 140 Calculus II

Mathematics 150 or 151 Multivariable Calculus

Mathematics 250 Linear Algebra

Mathematics 350 Real Analysis

Mathematics 355 Abstract Algebra

Complex Analysis

Topology

Some second semester analysis

Some second semester algebra

Some post-core geometry

Thesis

[With prior permission, in unusual circumstances, senior seminar can be waived in favor of harder post-core electives.]

Students headed for graduate school generally take more than this relatively small number of courses required for a liberal arts major. Reading knowledge of a foreign language (French, German, or Russian) can be helpful.

Students interested in studying statistics in graduate school should take STAT 201, 346, 360, a 400 level statistics course and MATH 350/351 and 341 in addition to their other math requirements.

## OTHER CAREER PATHS

**Other Graduate and Professional Schools:** An increasing number of graduate and professional schools require mathematics and statistics as a prerequisite to admission or to attaining their degree. Students interested in graduate or professional training in business, medicine, economics, or psychology are advised to find out the requirements in those fields early in their college careers.

**Statistics and Actuarial Science:** Students interested in statistics or actuarial science should consider Mathematics 341, Statistics courses, and Economics 255. Additionally, students should consider taking some number of the actuarial exams given by the Society of Actuaries, which can constitute part of an honors program in actuarial studies (see section on honors above).

**Teaching:** Students interested in teaching mathematics at the elementary or secondary school level should consider courses on teaching, number theory, geometry, statistics, and practice as a tutor or teaching assistant. Winter study courses that provide a teaching practicum are also highly recommended. Consult the Program in Teaching (Professor Susan Engel) and the Office of Career Counseling.

**Business and Finance:** Students interested in careers in business or finance should consider Mathematics 333 and Statistics courses. Since these courses address different needs, students should consult with the instructors to determine which seem to be most appropriate for individuals.

There are three types of 300-level courses. There are the core courses: Real Analysis, MATH 350/351, and Abstract Algebra Math 355. There are the "precore" courses, which do not have the core courses as prerequisites and have numbers 300-349. Finally, there are those courses that have an Abstract Algebra or Real Analysis prerequisite, which are numbered 360-399.

### **MATH 100 (W) Mathematics Immersion: The Beauty of Numbers (QFR)**

This course will be an introduction to logic and number theory, with emphasis throughout on mathematics as a way of thinking. Have you ever wondered what keeps your credit card information safe every time you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers, coding theory, and unique factorization. This course is meant to give you an appreciation for numbers and mathematics and to enhance your logical reasoning skills. Although most people will not use calculus or geometry in their jobs or everyday lives, mathematics enhances our abilities to think logically and reason effectively. This skill is useful in all aspects of life. Number theory, in particular, is a great area of mathematics that allows one to jump in right away without a lot of pre-requisite knowledge. We will look at examples, look for patterns, make conjectures, and we will spend a lot of time learning how to rigorously prove those conjectures.

**Class Format:** Students will attend lecture Monday - Thursday mornings from 10am - noon. In the afternoons, students will attend interactive math labs from approximately 1 - 3 pm Monday - Thursday.

**Requirements/Evaluation:** Evaluation will be based on daily homework and activities, exams, projects, and participation in class and math labs.

**Prerequisites:** Permission of a dean.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students who need to make up a deficiency.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is designed to count for both full semester, Winter Study, and QFR credit. Once a dean approves enrollment, the Registrar's Office will register students in both MATH 100 and MATH 40.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will be proving theorems and learning mathematical logic.

Not offered current academic year

### **MATH 102 (F) Foundations in Quantitative Skills**

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

**Requirements/Evaluation:** homework, presentations during the tutorial meetings, and projects

**Prerequisites:** access to the course is limited to placement by a quantitative skills counselor

**Enrollment Limit:** 10

**Enrollment Preferences:** students who need most help with the quantitative reasoning

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

TUT Section: T1 TBA Mihai Stoiciu

### **MATH 113 (S) The Beauty of Numbers (QFR)**

Have you ever wondered what keeps your credit card information safe everytime you buy something online? Number theory! Number Theory is one of the oldest branches of mathematics. In this course, we will discover the beauty and usefulness of numbers, from ancient Greece to modern cryptography. We will look for patterns, make conjectures, and learn how to prove these conjectures. Starting with nothing more than basic high school algebra, we will develop the logic and critical thinking skills required to realize and prove mathematical results. Topics to be covered include the meaning and content of proof, prime numbers, divisibility, rationality, modular arithmetic, Fermat's Last Theorem, the Golden ratio, Fibonacci numbers,

coding theory, and unique factorization.

**Requirements/Evaluation:** projects, homework assignments, and exams

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test) or permission of instructor

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

**MATH 119 (F) The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses (QFR)**

The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.

**Requirements/Evaluation:** Homework, writing, class participation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** all students will have an equal chance; if possible none will be turned away.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will discuss mathematical models and use statistics to analyze data.

Not offered current academic year

**MATH 130 (F)(S) Calculus I (QFR)**

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

**Requirements/Evaluation:** Weekly homework and quizzes, 2 exams during the semester, and one final

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

**Enrollment Limit:** 50

**Enrollment Preferences:** first-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This a calculus course.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Lori A. Pedersen

LEC Section: 02 MWF 12:00 pm - 12:50 pm Lori A. Pedersen

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Lori A. Pedersen

**MATH 140 (F)(S) Calculus II (QFR)**

Calculus answers two basic questions: how fast is something changing (the derivative) and how much is there (the integral). This course is about integration, and the miracle that unites the derivative and the integral (the Fundamental Theorem of Calculus.) Understanding calculus requires in part the understanding of methods of integration. This course will also solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions will also play an important role. This course is the right starting point for students who have seen derivatives, but not necessarily integrals, before.

**Requirements/Evaluation:** homework, quizzes, and/or exams

**Prerequisites:** MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

**Enrollment Limit:** 50

**Enrollment Preferences:** based on who needs calculus the soonest

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have higher advanced placement must enroll in MATH 150 or above

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a math class

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Bhagya Athukorallage

LEC Section: 02 MWF 10:00 am - 10:50 am Bhagya Athukorallage

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Lori A. Pedersen

**MATH 150 (F)(S) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

**Enrollment Limit:** 50

**Enrollment Preferences:** Preference will be given to prospective math and stats majors, or students who need this as a course to serve as a prerequisite for other courses.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** mathematics

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Colin C. Adams

LEC Section: 02 MWF 11:00 am - 11:50 am Colin C. Adams

LEC Section: 03 MWF 12:00 pm - 12:50 pm Colin C. Adams

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Steven J. Miller

**MATH 151 (F) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** AP BC 3 or higher or integral calculus with infinite series

**Enrollment Limit:** 50

**Enrollment Preferences:** First-years, sophomores, and juniors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course builds quantitative skills

Fall 2022

LEC Section: 01 MWF 8:00 am - 8:50 am Susan R. Loepf

LEC Section: 02 MWF 9:00 am - 9:50 am Susan R. Loepf

LEC Section: 03 MWF 10:00 am - 10:50 am Susan R. Loepf

**MATH 197 (F) Independent Study: Mathematics**

Directed 100-level independent study in Mathematics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Mihai Stoiciu

**MATH 198 (S) Independent Study: Mathematics**

Directed 100-level independent study in Mathematics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of the department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Mihai Stoiciu

**MATH 200 (F)(S) Discrete Mathematics (QFR)**

In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, and graphs. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

**Requirements/Evaluation:** Fall: Homework, proof portfolio, group work, presentations, quizzes/exams, reflections. Spring: The grade will be based on homework and 4 exams.

**Prerequisites:** Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

**Enrollment Limit:** 40

**Enrollment Preferences:** Preference given to first and second year students intending to major in mathematics or computer science.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, and other fields of discrete mathematics.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Daniel Condon

LEC Section: 02 TR 9:55 am - 11:10 am Daniel Condon

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Daniel Condon

LEC Section: 02 TR 9:55 am - 11:10 am Daniel Condon

**MATH 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

**Secondary Cross-listing**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week

**Requirements/Evaluation:** several exams and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

**MATH 250 (F)(S) Linear Algebra (QFR)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** MATH 150/151 or MATH 200

**Enrollment Limit:** 60

**Enrollment Preferences:** Students who have officially declared a major that requires Math 250.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will engage in both quantitative and formal reasoning.

**Attributes:** COGS Related Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Thomas A. Garrity

LEC Section: 02 TR 9:55 am - 11:10 am Thomas A. Garrity

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Jenna Zomback

LEC Section: 02 MWF 11:00 am - 11:50 am Jenna Zomback

**MATH 297 (F) Independent Study: Mathematics**

Directed 200-level independent study in Mathematics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Mihai Stoiciu

**MATH 298 (S) Independent Study: Mathematics**

Directed 200-level independent study in Mathematics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Mihai Stoiciu

### **MATH 303 (F) Introduction to Dynamics, p-Adics, and Measure (QFR)**

At its most basic level a dynamical system consists of a set of points and a transformation or map acting on the set (i.e., sending points in the set to other points in the set). In this setting we can already ask about the existence, and prevalence, of periodic points (points that come back to themselves). One can also ask about the orbit of a point: the set of points that is obtained as one iteratively applies the transformation the point. An important dynamical notion that comes up here is that of chaos. The course will start by studying basic dynamical systems using notions from calculus. Then we will introduce the p-adic numbers and use them to study dynamical systems. The course will end with an exploration of the notion of measure and its connection with dynamical systems.

**Requirements/Evaluation:** Homework, class participation, exams.

**Prerequisites:** Math 250.

**Enrollment Limit:** 30

**Enrollment Preferences:** Juniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics

Not offered current academic year

### **MATH 307 (F)(S) Computational Linear Algebra (QFR)**

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors, convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

**Class Format:** This course is taught in a flipped classroom format. Students read and watch lecture videos prior to each class session. The instructor uses class time for discussion and collaborative learning activities. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

**Requirements/Evaluation:** Students will complete checkpoint quizzes, regularly assigned homework problems and projects, and reflective writing assignments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

**Prerequisites:** MATH 250; COMP 134 or equivalent prior experience with computer programming (in any language)

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference given to majors and prospective majors.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Chad M. Topaz

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Chad M. Topaz

**MATH 308 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**MATH 309 (F)(S) Differential Equations (QFR)**

Ordinary differential equations (ODEs) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODEs from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, and constant coefficient linear equations. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain information about the behavior of the ODEs without explicitly knowing the solution.

**Requirements/Evaluation:** quizzes/exams, problem sets, participation

**Prerequisites:** MATH 150/151 and MATH 250

**Enrollment Limit:** 40

**Enrollment Preferences:** discretion of the instructor

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300-level mathematics course

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Julie C. Blackwood

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

**MATH 311 (F) Advanced topics in applied mathematics (QFR)**

Applied mathematics is an expansive field that uses mathematical methods to explore problems that arise in biology, physics, engineering, and many other disciplines. In this course, we will explore a diversity of methods that may include stochastic processes, optimization, signal processing, and numerical analysis. We will also explore how these methods can be utilized to understand questions in other disciplines.

**Requirements/Evaluation:** This course will have some combination of problem sets, presentations, exams, and a final project

**Prerequisites:** Differential equations (Math 309) or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** If over-enrolled, the instructor will request a statement of interest

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Fall 2022

TUT Section: T1 TBA Julie C. Blackwood

**MATH 312 (F) The Mathematics of Pandemics: From the Spread of Infections to Cost-Benefit Analyses of Responses (QFR)**

The goal of the class is to help students learn to ask the right questions, and to gather and analyze the data needed to answer them, to understand the covid pandemic and the worldwide responses. Through local experts and numerous guest speakers playing key roles in these problems, we will discuss numerous aspects, from mathematical models for virus propagation to analyzing the economic, educational, social and emotional consequences of lockdowns and social distancing; from moral and legal dilemmas created by the pandemic and responses to the international political scene and relations between countries. Offered as Math 119 or Math 312 (those taking as Math 312 will have some of the readings replaced with more technical modeling papers and subsequent homework). Pre-requisites: None for Math 119; for Math 312 linear algebra is recommended.

**Requirements/Evaluation:** Class participation, writing, homework problems.

**Prerequisites:** Linear algebra recommended.

**Enrollment Limit:** none

**Enrollment Preferences:** all students will have an equal chance; if possible none will be turned away.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will discuss mathematical models and use statistics to analyze data.

Not offered current academic year

### **MATH 313 (S) Introduction to Number Theory (QFR)**

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also look at the ideas of numbers and primes in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have not taken Math 355 and seniors who need the course to complete the major and have no other options.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Susan R. Loepp

### **MATH 314 (S) Cryptography (QFR)**

An introduction to the techniques and practices used to keep secrets over non-secure lines of communication, including classical cryptosystems, the data encryption standard, the RSA algorithm, discrete logarithms, hash functions, and digital signatures. In addition to the specific material, there will also be an emphasis on strengthening mathematical problem solving skills, technical reading, and mathematical communication.

**Requirements/Evaluation:** exams, homework, and quizzes

**Prerequisites:** MATH 250

**Enrollment Limit:** 30

**Enrollment Preferences:** graduating seniors and Math majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will contain mathematical proofs.

Not offered current academic year

### **MATH 315 (S) Methods for Solving Diophantine Equations (QFR)**

A Diophantine equation is an equation with integer (or rational) coefficients that is to be solved in integers (or rational numbers). A focus of study for hundreds of years, Diophantine analysis remains a vibrant area of research. It has yielded a multitude of beautiful results and has wide ranging applications in other areas of mathematics, in cryptography, and in the natural sciences. In this project-based tutorial, we will focus on studying and implementing various methods for solving previously unsolved infinite families of Diophantine equations. Depending on their interests, students may choose one or several methods to apply to open problems in the field. Please note that this tutorial will be held virtually.

**Requirements/Evaluation:** The grade for this course will be a combination of weekly problem sets, weekly oral presentations (approx. 15 min. each), quarterly self-reflections, and a final written project manuscript that will be continually edited throughout the semester (minimum of 5 pages).

**Prerequisites:** MATH 250 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Sophomores, Juniors, and Seniors based on a short questionnaire of interests. In the event of over-enrollment, preference will be given to those that need the course to graduate.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Not offered current academic year

**MATH 317 (F) Introduction to Operations Research (QFR)**

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

Prerequisites: Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course, or permission of the instructor.

**Requirements/Evaluation:** homework, exams, projects

**Prerequisites:** MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course, or permission from the instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Computer Science, Mathematics and Statistics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** [http://web.williams.edu/Mathematics/sjmillier/public\\_html/317/](http://web.williams.edu/Mathematics/sjmillier/public_html/317/)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300 level mathematics course.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Steven J. Miller

**MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

Secondary Cross-listing

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **MATH 321 (S) Knot Theory (QFR)**

Take a piece of string, tie a knot in it, and glue the ends together. The result is a knotted circle, known as a knot. For the last 100 years, mathematicians have studied knots, asking such questions as, "Given a nasty tangled knot, how do you tell if it can be untangled without cutting it open?" Some of the most interesting advances in knot theory have occurred in the last ten years. This course is an introduction to the theory of knots. Among other topics, we will cover methods of knot tabulation, surfaces applied to knots, polynomials associated to knots, and relationships between knot theory and chemistry and physics. In addition to learning the theory, we will look at open problems in the field.

**Requirements/Evaluation:** problem sets, midterms, a paper and a final exam

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** seniors, junior, sophomores, first year

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a quantitative course.

Not offered current academic year

### **MATH 325 (F) Set Theory (QFR)**

Set theory is the traditional foundational language for all of mathematics. We will be discussing the Zermelo-Fraenkel axioms, including the Axiom of Choice and the Continuum Hypothesis, basic independence results and, if time permits, incompleteness theorems. At one time, these issues tore at the foundations of mathematics. They are still vital for understanding the nature of mathematical truth.

**Requirements/Evaluation:** exams and homework

**Prerequisites:** MATH 250

**Enrollment Limit:** 30

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** textbook cost

**Distributions:** (D3) (QFR)

Not offered current academic year

### **MATH 328 (S) Combinatorics (QFR)**

Combinatorics is a branch of mathematics that focuses on enumerating, examining, and investigating the existence of discrete mathematical

structures with certain properties. This course provides an introduction to the fundamental structures and techniques in combinatorics including enumerative methods, generating functions, partition theory, the principle of inclusion and exclusion, and partially ordered sets.

**Class Format:** interactive activities and discussion

**Requirements/Evaluation:** quizzes/exams, homework, activities

**Prerequisites:** MATH 200 and MATH 250

**Enrollment Limit:** 30

**Enrollment Preferences:** discretion of the instructor

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

### **MATH 329 (S) Discrete Geometry** (QFR)

Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

**Requirements/Evaluation:** Evaluation will be based primarily on participation, problem sets, oral presentations, a written midterm exam, an oral final exam, and a final project

**Prerequisites:** MATH 200 or Math 250, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** First-years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** All of the content in this course is quantitative or formal reasoning.

Spring 2023

TUT Section: T1 TBA Ralph E. Morrison

### **MATH 334 (F) Graph Theory** (QFR)

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

**Requirements/Evaluation:** problem sets, exams, and a short final project

**Prerequisites:** MATH 200 or MATH 250

**Enrollment Limit:** 30

**Enrollment Preferences:** Math majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves the writing of mathematical proofs.

Fall 2022

**MATH 335 (F) Decisions, Games, and Evolutionary Dynamics (QFR)**

Given goals, options, and uncertainty, how does one make a rational choice? What happens when we interact with others who are also choosing? How might this play out over time? We will first cover the principles of decision theory including preference, uncertainty, utility, imperfect information, and rational choice. The majority of the course will be spent on the main topics of game theory: sequential games, bimatrix games, parlor games, Nash equilibria, bargaining, repeated games, Bayesian belief, and signaling. Applying these principles to populations that evolve over time through variation, selection, and copying, we will develop basic models of the dynamics of evolution.

**Class Format:** lecture

**Requirements/Evaluation:** Weekly homework, midterm exams, and a final.

**Prerequisites:** Math 150/151 and Math 250. Some background in probability and differential equations is highly recommended.

**Enrollment Limit:** 35

**Enrollment Preferences:** Math majors.

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Lots of math.

Not offered current academic year

**MATH 338 (S) Intermediate Logic (QFR)**

**Cross-listings:** MATH 338 PHIL 338

Secondary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D2) PHIL 338 (D2)

**Quantative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

### **MATH 340 Applications of Mathematics to the Real World (QFR)**

Often for real world applications one does not need to find the optimal solution, which can be extremely difficult, but instead just find something close, or at least better than what is currently being done. We will develop material and techniques from mathematics, statistics and allied fields with an eye to applications. In addition to standard homework assignments and exams there will be a group project where students will work with a local business, write a report and present the results. Pre-requisites are multivariable calculus and linear algebra, or permission of the instructor. Knowledge of some statistics or programming is beneficial but not required.

**Class Format:** In addition to standard lectures and assignments, we will be partnering with local businesses to apply mathematics to solve real world problems.

**Requirements/Evaluation:** Lectures and class participation, homework, exams and encouragement to do a project. We already have several local businesses with projects for students. Working on a project will entail meeting with officials from the company, clearly defining what the problem is, and writing a solution. This will include a presentation, a write-up, and potentially implementable code. Based on previous similar courses, these papers typically run from 10 to 40 pages.

**Prerequisites:** Mathematics 150 or 151, and Linear Algebra, or permission of the instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Students who have taken at least one statistics or computer science class

**Expected Class Size:** 25

**Grading:**

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 300 level mathematics class

Not offered current academic year

### **MATH 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

Primary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

**MATH 342 (F) Logic (QFR)**

This course will introduce the main ideas and basic results of mathematical logic, and explain their applications to other areas of mathematics and computer science. We will begin with a study of first-order logic, covering structures and definability, theories, models and categoricity, as well as formal proofs. We will prove Gödel's completeness and compactness theorems and the Lowenheim-Skolem theorems. The course will briefly dive into computability theory, enough to prove Gödel's Incompleteness theorems and basic undecidability results.

**Requirements/Evaluation:** Evaluation based on homework, exams, and class participation.

**Prerequisites:** Math 250 - Linear Algebra

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior and Senior Math Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course in logic and applications.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Jenna Zomback

**MATH 344 (S) The Mathematics of Sports (QFR)**

The purpose of this class is to use sports as a springboard to study applications of mathematics, especially in gathering data to build and test models and develop predictive statistics. Examples will be drawn from baseball, basketball, cross country, football, hockey, soccer, track, as well as class choices. Pre-requisites are linear algebra (Math 250) and either a 200 level statistics class or a 100 level programming class, or permission of the instructor.

**Requirements/Evaluation:** Homework, exams, projects

**Prerequisites:** Math 250: Linear Algebra

**Enrollment Limit:** 40

**Enrollment Preferences:** None. If the course is over-enrolled preference will be given to math and stats majors, and then if needed by performance on a small assignment.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 300 level mathematics course.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

**MATH 345 (S) Introduction to Numerical Analysis (QFR)**

Numerical analysis is the study of algorithms that use numerical approximation to solve problems which arise in scientific applications. This course provides an introduction to the theory, development, and analysis of algorithms for obtaining numerical solutions. Topics discussed in the course include: Error Analysis and Convergence Rates of Algorithms; Root Finding for Nonlinear Equations; Approximating Functions using Lagrange Interpolation and Cubic Spline Approximation; Numerical Differentiation and Integration; Numerical Solution of Ordinary Differential Equations; Iterative Methods for Solving Linear Systems

**Requirements/Evaluation:** Evaluation will be based on homework, projects, and exams.

**Prerequisites:** Math 250

**Enrollment Limit:** 30

**Enrollment Preferences:** Mathematics and Statistics majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced mathematics class that will cover the fundamental ideas of Numerical Analysis. The students will study in depths various algorithms that provide numerical solutions to various questions in science.

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Bhagya Athukorallage

**MATH 350 (F)(S) Real Analysis (QFR)**

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what do we mean when we say that? Perhaps most fundamentally, what is a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions of them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. Results covered will include the Cantor-Schroeder-Bernstein theorem, the monotone convergence theorem, the Bolzano-Weierstrass theorem, the Cauchy criterion, Dirichlet's and Riemann's rearrangement theorem, the Heine-Borel theorem, the intermediate value theorem, and many others. This course is excellent preparation for graduate studies in mathematics, statistics, and economics.

**Requirements/Evaluation:** Problem sets, exams, and an expository essay.

**Prerequisites:** MATH 250 or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2023

LEC Section: 01 Cancelled

**MATH 351 (S) Applied Real Analysis (QFR)**

Real analysis or the theory of calculus (derivatives, integrals, continuity, convergence) starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Math

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Mihai Stoiciu

**MATH 355 (F)(S) Abstract Algebra (QFR)**

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have officially declared a major that requires Math 355.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300-level math course

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Thomas A. Garrity

LEC Section: 02 MWF 12:00 pm - 12:50 pm Thomas A. Garrity

**MATH 361 (F) Theory of Computation (QFR)**

**Cross-listings:** MATH 361 CSCI 361

**Secondary Cross-listing**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 48(12/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 361 (D3) CSCI 361 (D3)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 ASYN Aaron M. Williams

CON Section: 02 MWF 11:00 am - 12:15 pm Aaron M. Williams

CON Section: 03 MR 1:10 pm - 2:25 pm Aaron M. Williams

CON Section: 04 MR 2:35 pm - 3:50 pm Aaron M. Williams

CON Section: 05 TF 1:10 pm - 2:25 pm Aaron M. Williams

### **MATH 374 (F) Topology (QFR)**

In Real Analysis you learned about metric spaces---any set of objects endowed with a way of measuring distance---and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it plays an important role in math, physics, and data analysis. This course is excellent preparation for graduate programs in mathematics.

**Requirements/Evaluation:** Problem sets, exams, an expository essay.

**Prerequisites:** MATH 350 or 351; not open to students who have taken MATH 323. If you didn't cover metric spaces in real analysis, that's OK!

**Enrollment Limit:** 30

**Enrollment Preferences:** Juniors and seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Leo Goldmakher

### **MATH 383 (F) Complex Analysis (QFR)**

The calculus of complex-valued functions turns out to have unexpected simplicity and power. As an example of simplicity, every complex-differentiable function is automatically infinitely differentiable. As examples of power, the so-called "residue calculus" permits the computation of "impossible" integrals, and "conformal mapping" reduces physical problems on very general domains to problems on the round disc. The easiest proof of the Fundamental Theorem of Algebra, not to mention the first proof of the Prime Number Theorem, used complex analysis.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 350 or MATH 351 or permission of instructor

**Enrollment Limit:** 40

**Enrollment Preferences:** 40

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Advanced mathematics course with weekly or daily problem sets.

Not offered current academic year

### **MATH 390 Undergraduate Research Topics in Algebra (QFR)**

The well-known trace map on matrices can be generalized to a map on other algebraic objects. Undergraduates, graduates students and experts in Representation Theory, Commutative Algebra and Algebraic Geometry have been driving recent developments in the theory of trace modules and finding exciting new applications in all of these these fields. This course will serve as an introduction to mathematical research with the aim of producing original research in modern trace theory. Students in this tutorial will read and synthesize research papers, discuss the formation of

research questions in pure mathematics, and engage in original mathematical research.

**Requirements/Evaluation:** oral presentations; writing assignments (summarizing papers, reflections on mathematical research, original research); participation in the course project

**Prerequisites:** Math 355

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 7

**Grading:**

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is post-core math class; students will be required to produce mathematical proofs.

Not offered current academic year

### **MATH 391 (F) Introduction to computer algebra (QFR)**

Students will learn new mathematics in the context of computer-based exposition, experimentation, and interaction. They will gain proficiency with Sage, GAP, Macaulay2, or Mathematica, and possibly one of the more-specialized systems SnapPea, kenzo, magma, MATLAB, Perseus, coq, etc. Individuals and teams will build interactive demonstrations of mathematical theorems, which will then be appreciated by the instructor and the rest of the class. No prior programming experience is expected.

**Requirements/Evaluation:** exams, homework, projects

**Prerequisites:** Math 355 or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** math majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematical programming requires complete synthesis of abstract concepts to produce computer code, which is necessarily formal.

Not offered current academic year

### **MATH 392 (S) Undergraduate Research Topics in Graph Theory (WS) (QFR)**

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.

**Requirements/Evaluation:** presentations and written project manuscript

**Prerequisites:** MATH 355 or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** programming experience, students with interests in the intersection of combinatorics and graph theory

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

**Quantative/Formal Reasoning Notes:** The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

Not offered current academic year

### **MATH 393 (S) Research Topics in Combinatorics (WS) (QFR)**

Combinatorics provides techniques and tools to enumerate, examine, and investigate the existence of discrete mathematical structures with certain properties. There are numerous areas of applications including algebra, discrete geometry, and number theory. In this project-based research course students will work in small groups to learn combinatorial techniques and tools in order to develop research questions and begin tackling unsolved problems in combinatorics.

**Requirements/Evaluation:** Students will be evaluated through written drafts of a manuscript and its revisions and multiple in-class presentation.

**Prerequisites:** Math 355

**Enrollment Limit:** 19

**Enrollment Preferences:** Post-core mathematics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** The main goal of this course is to undertake original research in combinatorics, as such student assessment is based on developing positive collaboration skills, and improving technical written and oral skills in mathematics through manuscript draft submissions and in-class presentations. Students will provide multiple drafts of their manuscript and in right of this the course will be writing intensive.

**Quantative/Formal Reasoning Notes:** The main goal of this course is to undertake original research in the math field of mathematics. See above for more details.

Spring 2023

SEM Section: 01 Cancelled

#### **MATH 394 (S) Galois Theory (QFR)**

Some equations--such as  $x^5 - 1 = 0$ --are easy to solve. Others--such as  $x^5 - x - 1 = 0$ --are very hard, if not impossible (using standard mathematical operations). Galois discovered a deep connection between field theory and group theory that led to a criterion for checking whether or not a given polynomial can be easily solved. His discovery also led to many other breakthroughs, for example proving the impossibility of squaring the circle or trisecting a typical angle using compass and straightedge. From these not-so-humble beginnings, Galois theory has become a fundamental concept in modern mathematics, from topology to number theory. In this course we will develop the theory and explore its applications to other areas of math.

**Requirements/Evaluation:** written homeworks and exams

**Prerequisites:** MATH 355

**Enrollment Limit:** 50

**Enrollment Preferences:** discretion of the instructor

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a math class

Not offered current academic year

#### **MATH 397 (F) Independent Study: Mathematics**

Directed 300-level independent study in Mathematics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Mihai Stoiciu

**MATH 398 (S) Independent Study: Mathematics**

Directed 300-level independent study in Mathematics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Mihai Stoiciu

**MATH 401 (S) Functional Analysis (QFR)**

Functional analysis can be viewed as linear algebra on infinite-dimensional spaces. It is a central topic in Mathematics, which brings together and extends ideas from analysis, algebra, and geometry. Functional analysis also provides the rigorous mathematical background for several areas of theoretical physics (especially quantum mechanics). We will introduce infinite-dimensional spaces (Banach and Hilbert spaces) and study their properties. These spaces are often spaces of functions (for example, the space of square-integrable functions). We will consider linear operators on Hilbert spaces and investigate their spectral properties. A special attention will be dedicated to various operators arising from mathematical physics, especially the Schrodinger operator.

**Class Format:** lecture

**Requirements/Evaluation:** weekly problem sets, two midterm exams, final exam

**Prerequisites:** MATH 350 or 351 or permission of instructor

**Enrollment Limit:** 40

**Enrollment Preferences:** Mathematics and Physics majors; seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advance course in Mathematical Analysis.

Not offered current academic year

**MATH 402 (F) Measure Theory and Hilbert Spaces (QFR)**

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size -- length, area, volume, dimension -- that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides good preparation for graduate studies in mathematics, statistics and economics.

**Class Format:** Discussion-based course.

**Requirements/Evaluation:** performance on homework assignments and exams

**Prerequisites:** MATH 350 or MATH 351 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Math

Not offered current academic year

#### **MATH 404 (F) Random Matrix Theory (QFR)**

Initiated by research in multivariate statistics and nuclear physics, the study of random matrices is nowadays an active and exciting area of mathematics, with numerous applications to theoretical physics, number theory, functional analysis, optimal control, and finance. Random Matrix Theory provides understanding of various properties (most notably, statistics of eigenvalues) of matrices with random coefficients. This course will provide an introduction to the basic theory of random matrices, starting with a quick review of Linear Algebra and Probability Theory. We will continue with the study of Wigner matrices and prove the celebrated Wigner's Semicircle Law, which brings together important ideas from analysis and combinatorics. After this, we will turn our attention to Gaussian ensembles and investigate the Gaussian Orthogonal Ensemble (GOE) and the Gaussian Unitary Ensemble (GUE). The last lectures of the course will be dedicated to random Schrodinger operators and their spectral properties (in particular, the phenomenon called Anderson localization). Applications of Random Matrix Theory to theoretical physics, number theory, statistics, and finance will be discussed throughout the semester.

**Requirements/Evaluation:** homework assignments and exams

**Prerequisites:** experience with Real Analysis (MATH 350 or MATH 351) and with Probability (MATH 341 or STAT 201)

**Enrollment Limit:** 40

**Enrollment Preferences:** Mathematics and Statistics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course expands ideas in probability and statistics from random variables ( $1 \times 1$  random matrices) to  $n \times n$  random matrices. The students will learn to model complex physical phenomena using random matrices and study them using rigorous mathematical tools and concepts.

Not offered current academic year

#### **MATH 405 (S) Representation Theory and Special Functions (QFR)**

Representation theory is at the heart of much of modern mathematics. It provides a link between ideas of symmetries, groups and matrices. It has applications from number theory to Fourier Analysis to elementary particle theory. In part, representation theory is a method for producing interesting functions. While not having a single definition, special functions are "functions that have names." Over the last few hundred years, scientists have needed to define and develop certain families of functions, in order to describe different physical phenomena. These families started to be named, and include Bessel functions, Hermite functions, Laguerre functions and more generally hypergeometric functions. In recent years it has been seen that these different types of functions are best understood through the lens of symmetry and in particular via representation theory. This course will be an introduction to representation theory, starting with finite groups, while at the same time being an introduction to special functions. Thus the course will be a mix of abstract algebra, matrices, calculus and analysis.

**Requirements/Evaluation:** By exams and homework

**Prerequisites:** Math 350 or Math 351, and Math 355

**Enrollment Limit:** 50

**Enrollment Preferences:** By instructor preference

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a math course

Not offered current academic year

#### **MATH 408 (F) L-Functions and Sphere Packing (QFR)**

Optimal packing problems arise in many important problems, and have been a source of excellent mathematics for centuries. The Kepler Problem (what is the most efficient way to pack balls in three-space) is a good example. The original formulation has been used in such diverse areas as stacking cannonballs on battleships to grocers preparing fruit displays, and its generalizations allow the creation of powerful error detection and

correction codes. While the solution of the Kepler Problem is now known, the higher dimensional version is very much open. There has been remarkable progress in the last few years, with number theory playing a key role in these results. We will develop sufficient background material to understand many of these problems and the current state of the field. Pre-requisites are real analysis.

**Requirements/Evaluation:** Class participation, homework, exams and participation in writing a textbook on the material. Each student will be responsible for working on a chapter of a book based on this material. In addition to obtaining critical writing feedback from myself and my co-author (who is a world expert in the subject), depending on timing we will also be able to share comments from an editor of a major publishing house or a referee. Chapters can range from short snapshots of a subject, on the order of 5 pages, to longer technical derivations of perhaps 10-30 pages.

**Prerequisites:** Math 350 or 351

**Enrollment Limit:** 40

**Enrollment Preferences:** Senior math majors, students planning on graduate study in a STEM field

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math class

Not offered current academic year

### **MATH 409 (F) The Little Questions (QFR)**

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and "a-ha" moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

**Requirements/Evaluation:** Homework, exams, presentations.

**Prerequisites:** Real Analysis (either Math 350 or 351) and Abstract Algebra (Math 355), or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Math/stat senior majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math class.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

### **MATH 411 (F) Commutative Algebra (QFR)**

Commutative Algebra is an essential area of mathematics that provides indispensable tools to many areas, including Number Theory and Algebraic Geometry. This course will introduce you to the fundamental concepts for the study of commutative rings, with a special focus on the notion of "prime ideals," and how they generalize the well-known notion of primality in the set of integers. Commutative algebra has applications ranging from algebraic geometry to coding theory. For example, one can use commutative algebra to create error correcting codes. It is perhaps most often used, however, to study curves and surfaces in different spaces. To understand these structures, one must study polynomial rings over fields. This course will be an introduction to commutative algebra. Possible topics include polynomial rings, localizations, primary decomposition, completions, and modules.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** MATH 355 or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** Math majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is a 400-level math course

Not offered current academic year

**MATH 412 (S) Mathematical Biology (QFR)**

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications may include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** preference for senior math/stats major and also based on an interest statement

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.

**Attributes:** PHLH Methods in Public Health

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Julie C. Blackwood

**MATH 413 (S) Computational Algebraic Geometry (QFR)**

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

**Requirements/Evaluation:** Evaluation will be based on weekly problem sets, three exams, and final project. Any students who have taken Math 411 should consult with the instructor before enrolling in this course.

**Prerequisites:** Math 355

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference given to senior math majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course is all quantitative and formal reasoning.

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Ralph E. Morrison

**MATH 419 (S) Algebraic Number Theory (QFR)**

We all know that integers can be factored into prime numbers and that this factorization is essentially unique. In more general settings, it often still makes sense to factor numbers into "primes," but the factorization is not necessarily unique! This surprising fact was the downfall of Lamé's attempted

proof of Fermat's Last Theorem in 1847. Although a valid proof was not discovered until over 150 years later, this error gave rise to a new branch of mathematics: algebraic number theory. In this course, we will study factorization and other number-theoretic notions in more abstract algebraic settings, and we will see a beautiful interplay between groups, rings, and fields.

**Requirements/Evaluation:** homework assignments and exams

**Prerequisites:** MATH 355, or permission of instructor

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

### **MATH 420 (S) Analytic Number Theory (QFR)**

How many primes are smaller than  $x$ ? How many divisors does an integer  $n$  have? How many different numbers appear in the  $N \times N$  multiplication table? Precise formulas for these quantities probably don't exist, but over the past 150 years tremendous progress has been made towards understanding these and similar questions using tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory--a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered will include some subset of the following: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, and sieve methods and gaps between primes.

**Requirements/Evaluation:** Regularly preparing lectures and writing expository essays in LaTeX. No exams.

**Prerequisites:** MATH 350 or MATH 351 and familiarity with basic modular arithmetic are hard prerequisites. Familiarity with complex analysis and abstract algebra recommended, but not required.

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with complex analysis background will be given priority.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Not offered current academic year

### **MATH 422 (F) Algebraic Topology (QFR)**

Is a sphere really different from a torus? Can a sphere be continuously deformed to a point? Algebraic Topology concerns itself with the classification and study of topological spaces via algebraic methods. The key question is this: How do we really know when two spaces are different and in what senses can we claim they are the same? Our answer will use several algebraic tools such as groups and their normal subgroups. In this course we will develop several notions of "equality" starting with the existence of homeomorphisms between spaces. We will then explore several weakenings of this notion, such as homotopy equivalence, having isomorphic homology or fundamental groups, and having homeomorphic universal covers.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** MATH 355 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Math majors primarily, the juniors and seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

**MATH 426 (F) Differential Topology (QFR)**

Differential topology marries the rubber-like deformations of topology with the computational exactness of calculus. This subfield of mathematics asks and answers questions like "Can you take an integral on the surface of a doughnut?" and includes far-reaching applications in relativity and robotics. This tutorial will provide an elementary and intuitive introduction to differential topology. We will begin with the definition of a manifold and end with a generalized understanding of Stokes Theorem.

**Requirements/Evaluation:** weekly homework, weekly presentations, and final paper

**Prerequisites:** MATH 350 (students who have not taken MATH 250 may enroll only with permission of the instructor)

**Enrollment Limit:** 10

**Enrollment Preferences:** seniors, majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** There will be weekly math problem sets.

Not offered current academic year

**MATH 427 (S) Tiling Theory (QFR)**

Since people first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, types of tilings, random tilings, the classification of tilings and aperiodic tilings. We will also look at tilings of the sphere, tilings of the hyperbolic plane, and tilings in higher dimensions, including "knotted tilings".

**Requirements/Evaluation:** problem assignments, exams and a presentation/paper

**Prerequisites:** MATH 250 Linear Algebra and MATH 355 Abstract Algebra

**Enrollment Limit:** 30

**Enrollment Preferences:** senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams

**MATH 428 (S) Catching Robbers and Spreading Information (QFR)**

Cops and robbers is a widely studied game played on graphs that has connections to searching algorithms on networks. The cop number of a graph is the smallest number of cops needed to guarantee that the cops can catch a robber in the graph. Similar combinatorial games such as "zero forcing" can be used to model the spread of information. The idea of "throttling" is to spread the information (or catch the robber) as efficiently as possible. This course will survey some of the main results about cops and robbers and the cop number. We will also explore recent research on throttling for cops and robbers, zero forcing, and other variants.

**Class Format:** interactive activities and discussion

**Requirements/Evaluation:** problem sets, investigation journal, final presentation

**Prerequisites:** MATH 200 and MATH 355

**Enrollment Limit:** 25

**Enrollment Preferences:** seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will involve mathematical proofs.

Not offered current academic year

### **MATH 433 (S) Mathematical Modeling (QFR)**

Mathematical modeling means (1) translating a real-life problem into a mathematical object, (2) studying that object using mathematical techniques, and (3) interpreting the results in order to learn something about the real-life problem. Mathematical modeling is used in biology, economics, chemistry, geology, sociology, political science, art, and countless other fields. This is an advanced, seminar-style, course appropriate for students who have strong enthusiasm for applied mathematics, data science, and collaborative teamwork.

**Requirements/Evaluation:** Students will complete reading assignments, writing assignments, modeling activities, research projects, and will record several presentations to be shared with the rest of the class. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

**Prerequisites:** MATH 250; MATH 309 or similar; and some experience with computer programming (equivalent to CSCI 134 or MATH 307).

**Enrollment Limit:** 20

**Enrollment Preferences:** Professor's discretion

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course focuses substantially on using mathematical and statistical tools and frameworks to describe, predict, and understand real-world systems.

Not offered current academic year

### **MATH 434 (F) Applied Dynamics and Optimal Control (QFR)**

We seek to understand how dynamical systems evolve, how that evolution depends on the various parameters of the system, and how we might manipulate those parameters to optimize an outcome. We will explore the language of dynamics by deepening our understanding of differential and difference equations, study parameter dependence and bifurcations, and explore optimal control through Pontryagin's maximum principle and Hamilton-Jacobi-Bellman equations. These tools have broad application in ecology, economics, finance, and engineering, and we will draw on basic models from these fields to motivate our study.

**Requirements/Evaluation:** exams and homework assignments

**Prerequisites:** MATH 209 or PHYS 210, and MATH 350 or 351, or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to senior math majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math course.

Not offered current academic year

### **MATH 435 (F) Chip-firing Games on Graphs (QFR)**

Starting with a graph (a collection of nodes connected by edges), place an integer number of poker chips on each vertex. Move these chips around according to "chip-firing moves", where a vertex donates a chip along each edge. These simple and intuitive games quickly lead to challenging mathematics with applications ranging from dynamical systems to algebraic geometry. In this course we'll build up a mathematical framework for studying chip-firing games, drawing on linear algebra and group theory. We'll discover algorithms for winning these games, and study their complexity; and we'll prove graph-theoretic versions of famous results like the Riemann-Roch theorem. A key component of this course will be research projects that draw on open questions about chip-firing.

**Requirements/Evaluation:** Weekly homework for the first eight weeks, four quizzes spaced evenly throughout the semester, and a cumulative project worked on throughout the semester (10-20 pages)

**Prerequisites:** Math 250 and Math 355

**Enrollment Limit:** 25

**Enrollment Preferences:** Math majors who need the course to graduate

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** All topics are quantitative

Not offered current academic year

### **MATH 441 (F) Information Theory and Applications**

**Cross-listings:** MATH 441 CSCI 441 STAT 441

Secondary Cross-listing

What is information? And how do we communicate information effectively? This course will introduce students to the fundamental ideas of Information Theory including entropy, communication channels, mutual information, and Kolmogorov complexity. These ideas have surprising connections to a fields as diverse as physics (statistical mechanics, thermodynamics), mathematics (ergodic theory and number theory), statistics and machine learning (Fisher information, Occam's razor), and electrical engineering (communication theory).

**Requirements/Evaluation:** Weekly homeworks, midterm(s), final exam.

**Prerequisites:** Math/Stat 341; Math 150 or 151; or permission of instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors; mathematics and statistics majors.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 441 (D3) CSCI 441 (D3) STAT 441 (D3)

Not offered current academic year

### **MATH 442 (F) Introduction to Descriptive Set Theory (QFR)**

Descriptive set theory (DST) combines techniques from analysis, topology, set theory, combinatorics, and other areas of mathematics to study definable (typically Borel) subsets of Polish spaces. The first part of this course will cover the topics necessary to understand the main objects of study in DST: we will develop comfort with point-set topology (enough to juggle with Polish spaces and Borel sets), and set theory (just well-orderings and cardinality). The second part of the course will feature selected topics in descriptive set theory: for example, trees, the perfect set property, Baire category, and infinite games.

**Requirements/Evaluation:** Evaluation based on homework, exams, and classroom participation.

**Prerequisites:** Math 250 - Linear Algebra, Math 350/351 Real Analysis/Applied Real Analysis

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior Math Majors, then non-Senior Math Majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course in descriptive set theory.

**MATH 453 (S) Partial Differential Equations (QFR)**

In this course, we further explore the world of differential equations. Mainly, we cover topics in partial differential equations. Partial Differential Equations (PDEs) are fundamental to the modeling of many natural phenomena, arising in many fields, including fluid mechanics, heat and mass transfer, electromagnetic theory, finance, elasticity, and more. The goals of this course are to discuss the following topics: classification of PDEs in terms of order, linearity and homogeneity; physical interpretation of canonical PDEs; solution techniques, including separation of variables, series solutions, integral transforms, and the method of characteristics.

**Requirements/Evaluation:** Evaluation will be based on homework, projects, and exams.

**Prerequisites:** MATH 150-151; MATH/PHYS 210 or MATH 309

**Enrollment Limit:** 20

**Enrollment Preferences:** Mathematics and Physics majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced mathematics class dedicated to the study of partial differential equations (PDEs). These equations are the most important mathematical tools for the study of complex physical phenomena such as waves and fluids (including both air and water), heat transfer, electromagnetism, and finance.

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Bhagya Athukorallage

**MATH 456 (F) Representation Theory (QFR)**

Representation theory has applications in fields such as physics (via models for elementary particles), engineering (considering symmetries of structures), and even in voting theory (voting for committees in agreeable societies). This course will introduce the concepts and techniques of the representation theory of finite groups, and will focus on the representation theory of the symmetric group. We will undertake this study through a variety of perspectives, including general representation theory, combinatorial algorithms, and symmetric functions.

**Requirements/Evaluation:** evaluation will be based primarily on homework, in class presentations, and exams

**Prerequisites:** MATH 355

**Enrollment Limit:** 40

**Enrollment Preferences:** junior and senior Math majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400-level Math course.

Not offered current academic year

**MATH 458 (S) Algebraic Combinatorics (WS) (QFR)**

Algebraic combinatorics is a branch of mathematics at the intersection of combinatorics and algebra. On the one hand, we study combinatorial structures using algebraic techniques, while on the other we use combinatorial arguments and methods to solve problems in algebra. In this collaborative project-based course, students will select among the presented topics, develop research questions, and undertake original research in the field. Student assessment is based building positive and supportive collaborative working relationships with their peers, drafts of research project manuscript, and oral presentations.

**Requirements/Evaluation:** Drafts of manuscript, oral presentations, reflections, peer collaboration skills

**Prerequisites:** MATH 200 and MATH 355

**Enrollment Limit:** 25

**Enrollment Preferences:** Senior mathematics majors, students with programming experience, students with interests in algebra and combinatorics.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** This course will require multiple revisions of a manuscript on the mathematical tent and collaborative work. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.

**Quantative/Formal Reasoning Notes:** This is a mathematics course in the area of algebraic combinatorics and is a quantitative and formal reasoning course.

Not offered current academic year

#### **MATH 474 (S) Tropical Geometry (QFR)**

This course offers an introduction to tropical geometry, a young subject that has already established deep connections between itself and pure and applied mathematics. We will study a rich variety of objects arising from polynomials over the min-plus semiring, where addition is defined as taking a minimum, and multiplication is defined as usual addition. We will learn how these polyhedral objects connect to other areas of mathematics like algebraic geometry, and how they can be applied to solve problems in scheduling theory, phylogenetics, and other diverse fields.

**Requirements/Evaluation:** participation, problem sets, quizzes, exams, and a final project

**Prerequisites:** MATH 355 or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** Senior math majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course builds quantitative skills

Not offered current academic year

#### **MATH 481 (S) Measure theory and Hilbert spaces (QFR)**

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size---length, area, volume, dimension, etc.---that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides excellent preparation for graduate studies in mathematics, statistics and economics.

**Requirements/Evaluation:** Problem sets, exams, an expository essay

**Prerequisites:** At least one previous course that has Math 350 or 351 as a prerequisite (eg Math 374, 383, 401, 404, 408, 420, 426, 485), or permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Juniors and seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Spring 2023

LEC Section: 01 Canceled

**MATH 482 (F) Homological Algebra (QFR)**

Though a relatively young subfield of mathematics, Homological Algebra has earned its place by supplying powerful tools to solve questions in the much older fields of Commutative Algebra, Algebraic Geometry and Representation Theory. This class will introduce theorems and tools of Homological Algebra, grounding its results in applications to polynomial rings and their quotients. We will focus on some early groundbreaking results and learn some of Homological Algebra's most-used constructions. Possible topics include tensor products, chain complexes, homology, Ext, Tor and Hilbert's Syzygy Theorem.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** MATH 355

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior math majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** this course is not a senior seminar, so it does not fulfill the senior seminar requirement for the Math major

**Distributions:** (D3) (QFR)

Not offered current academic year

**MATH 493 (F) Senior Honors Thesis: Mathematics**

Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Mihai Stoiciu

**MATH 494 (F)(S) Senior Honors Thesis: Mathematics**

Mathematics senior honors thesis; this is part of a full-year thesis (493-494). Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Mathematics*.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Susan R. Loepf

Spring 2023

HON Section: 01 TBA Mihai Stoiciu

**MATH 497 (F) Independent Study: Mathematics**

Directed 400-level independent study in Mathematics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Mihai Stoiciu

**MATH 498 (S) Independent Study: Mathematics**

Directed 400-level independent study in Mathematics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Mihai Stoiciu

**MATH 499 (F)(S) Senior Colloquium**

Mathematics senior colloquium. Meets every week for two hours both fall and spring. Senior majors must participate at least one hour a week. This colloquium is in addition to the regular four semester-courses taken by all students.

**Class Format:** colloquium

**Grading:** non-graded

**Distributions:** No divisional credit

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Mihai Stoiciu

LEC Section: 02 W 1:10 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Mihai Stoiciu

LEC Section: 02 W 1:10 pm - 3:50 pm Mihai Stoiciu

**Winter Study -----****MATH 10 (W) Creative Dynamics**

Broadly defined, a dynamical system is an object whose future state can be calculated from its current state. Examples include ordinary and partial differential equations, discrete dynamics, cellular automata, billiards, spatial games, coupled/synchronized systems, agent models, evolutionary/selective dynamics, graph dynamics, Markov chains, and many more. The instructor will give a survey of such systems, and students will be free to imagine, create, and compute their own systems with an emphasis on graphical presentation of results.

**Class Format:** mornings

**Requirements/Evaluation:** grading will be based on class participation, presentation of results, and a final project

**Prerequisites:** solid computer programming skills in some language with good support for graphics

**Enrollment Limit:** 15

**Enrollment Preferences:** computational skills, math background, and enthusiasm; students will be asked to submit a brief description of their qualifications

**Expected Class Size:** NA

**Grading:** pass/fail only

Winter 2023

SEM Section: 01 Cancelled

**MATH 12 (W) The Mathematics of LEGO**

This course is a modification of eight previous winter studies I have done on the Mathematics of LEGO bricks. Similar to those, we will use LEGO

bricks as a motivator to talk about some good mathematics (combinatorics, algorithms, efficiency). We will partner with Williamstown Elementary and teach an Adventures in Learning course (where once a week for four weeks we visit the elementary school after the day ends to work with the kids). We will either submit a Lego Ideas Challenge, to try and create a set that Lego will then market and sell, or do a speed build challenge (college teams vs elementary school teams perhaps).

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$195

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am Steven J. Miller

### **MATH 14 (W) Flow Yoga**

This class will teach the practice of yoga based on a fusion of Ashtanga, Vinyasa and Iyengar methodologies. This course is open to all levels from those who have never done a pose to those who have practicing yoga for years. The students will learn how to connect movement to breath in a sequence of vigorous yoga poses, or asanas. The flow classes will introduce yoga sequences in an alignment-based curriculum appropriate to each student's experience. In addition to the physical work out of practicing yoga, there will be short discussions on the assigned reading of handouts that explore various topics pertinent to yoga, such as an introduction to yogic philosophy, the historical background of yoga, and a basic of knowledge of Sanskrit. The rudiments of Meditation will begin and end every session. Attendance to every class is a requirement. We will meet 3 times per week for 2 hours each time. The students will be expected to practice yoga daily on their own after having memorized certain basic yoga sequences. Each student will keep a journal where they will note the highlight of that day's class, whether it be a new asana or a sutra or whatever caught their attention. Students will be evaluated on their class participation, their journal and a short essay on a topic of their choice.

**Requirements/Evaluation:** Class participation and journal entries and final essay

**Prerequisites:** Those with previous yoga experience

**Enrollment Limit:** 25

**Enrollment Preferences:** 15-20

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$106

**Attributes:** WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MWF 10:00 am - 12:50 pm Sylvia I. Logan

### **MATH 18 (W) Introduction to Cryptography**

Throughout history, wars have been won and lost based on a military's ability to successfully send secret messages and to break the enemy's secret codes. In fact, until the last half of the last century, most uses for cryptography were related to the military. Since the invention of high-powered computers and the Internet, however, there has been an explosion in the need for and usage of encryption. In the 1970's, public-key encryption was invented, allowing two parties who want to communicate in a secure way to do so even without already sharing a secret "key". Today, there are numerous mathematical methods used for encryption. In this course, we will study some historical cryptosystems as well as more modern ones. Possible topics include the Caesar cipher, Enigma, The Hill Cipher, Diffie-Hellman, RSA, AES, and Elliptic Curve Cryptography. The class will meet six hours per week. Evaluation will be based on regular homework assignments, participation in class group activities, and a final project.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None. Students who have already taken a course in Cryptography should obtain permission of the instructor before enrolling in the course.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be asked to write a paragraph explaining why they would like to take the course.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am Susan R. Loepp

### **MATH 20 (W) Greatest vs. Best: A Quantitative Exploration of Athletics**

This class will focus on a longstanding athletics debate surrounding who is the greatest athlete of all time ("GOAT") through various quantitative research avenue. As time has progressed throughout sports, more advanced statistics, measuring apparatuses, and general comparison metrics have evolved to support the ability of professional teams to properly assess talent. We can now see how Lebron James compares to Kevin Durant, both players from the same era; it is much harder to compare James to Tom Brady, and doing so requires the introduction of new metrics to compare across sports. There are two major aims. First, create a central quantitative measurement that can compare athletes across different team sports and eras to one another to accurately assess ability. Second, alter the conversation away from the "GOAT" discussion towards the best of all teammates ("BOAT"). The BOAT perspective makes the problem significantly more approachable, as now we are not concerned with contributions to a team's success, but just how successful a team is. This is still a non-trivial problem, as we have to quantify how much easier it is for a strong team to win a championship in different sports.

**Class Format:** Class will be a combination of lectures and student projects.

**Requirements/Evaluation:** Goal is to contribute to paper or papers to be submitted to sports analytics journals.

**Prerequisites:** None, but knowledge in programming / statistics a plus.

**Enrollment Limit:** 15

**Enrollment Preferences:** Students with appropriate background in math / stats / programming and expertise in knowledge of team sport statistics.

**Expected Class Size:** 10

**Grading:** pass/fail only

**Materials/Lab Fee:** \$40 for supplies, access to data sets, travel to local conferences.

Winter 2023

SEM Section: 01 MWF 1:00 pm - 2:50 pm Steven J. Miller

### **MATH 26 (W) A Taste of Austria 2023**

Instructor: Sophia Klingenberg, Dr. med. Planned Travel Date: 10 Days of travel between January 6th - January 26 Flight to Vienna, train or bus trip to Graz. City tours and Chocolate factory tour, visit Castle, and focus on their health and wellbeing at the thermal baths. Bad Blumau, or Bad Loipersdorf.TBA. Planned Activities: Lodging will be provided at an inexpensive hotel, Jugendherberge in Vienna. Albertina, Cafe Demel, Sacher Hotel, Hawelka, Central, Landtmann, Aida among others. Visit Museums: for example: Belvedere, Jewish Museum, Sigmund Freud Museum, Narrenturm (TBA) and Coffee Houses in Vienna. Tour Zotter Chocolate Factory, Steiermark. Health: TBA: Therme Loipersdorf or Bad Blumau, Steiermark. Be mindful and focus on your health, immerse yourself in the Austrian world of wellness! Tour Schloss Eggenberg, Graz. Guided tour of the Zeughaus with armour from the 15th to the 18th century, Graz. Music: Piano Concert performed by Philipp Sheucher at the Conservatorium in Graz. Literature: Reading together "Chess Story" by Stefan Zweig. How GREEN is Austria? Learning about sustainable energy in Austria. Daily meeting before excursions: Instructions to learn the German Language. Possibly enjoy an evening at the Opera House in Graz. TBA. Students will write a four-page reflection paper on what they have gained from their travel course. I am a native Austrian who was born and raised in Graz, Austria and I have had the experience of life and culture. Working at the Opera House in Graz, as an extra, performing with the ensemble in Graz, and the famous Kirov Ballet from St. Petersburg, Russia on their summer tour. Email: sklingen@williams.edu with questions

**Requirements/Evaluation:** Short paper and final project or presentation; Final project or presentation; Reflecting paper on the trip after the travel course, explaining what the personal grow contained, and constructive criticism.

**Prerequisites:** Students do not require to have any German language knowledge. Good communication skills and personal maturity would be ideal.

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who show an interest in the language and culture of Austria. Students need to be reliable, on time and attentive to class and cultural events. No alcohol policy only under supervision since students are legally allowed to consume alcohol.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,200

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Bernhard Klingenberg, Sophie C. Klingenberg

**MATH 30 (W) Senior Project: Mathematics**

To be taken by candidates for honors in Mathematics other than by thesis route.

**Class Format:** honors project

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Richard D. De Veaux

**MATH 31 (W) Senior Thesis: Mathematics**

To be taken by students registered for Mathematics 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Richard D. De Veaux

**MATH 99 (W) Independent Study: Mathematics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Richard D. De Veaux

## MATHEMATICS AND STATISTICS (Div III)

### STATISTICS

Chair of the Department of Mathematics and Statistics: C. Carlisle and Margaret Tippit Professor of Statistics, Richard De Veaux

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Bhagya Athukorallage, Visiting Assistant Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics
- Xizhen Cai, Assistant Professor of Statistics
- Daniel Condon, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics; on leave Spring 2023
- Pamela E. Harris, Associate Professor of Mathematics; on leave 2022-2023
- Stewart D. Johnson, Professor of Mathematics; on leave Spring 2023
- Bernhard Klingenberg, Professor of Statistics; on leave 2022-2023
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Associate Professor of Mathematics
- Shaoyang Ning, Assistant Professor of Statistics; on leave 2022-2023
- Allison Pacelli, Professor of Mathematics; on leave 2022-2023
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2022-2023
- Mihai Stoiciu, Professor of Mathematics
- Daniel B. Turek, Associate Professor of Statistics; on leave Spring 2023
- Elizabeth M. Upton, Assistant Professor of Statistics
- Jenna Zomback, Visiting Assistant Professor of Mathematics

### MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

### REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.

### Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course

MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151)

before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

### Computer Science (1 course)

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

### Core Courses (4 courses)

STAT 201 Statistics and Data Analysis, STAT 202 Introduction to Statistical Modeling or STAT 302 Applied Statistical Modeling

STAT 346 Regression and Forecasting

STAT 341 Probability

STAT 360 Inferential Statistics

### Continuation (2 courses)

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

### Capstone Course (1 course)

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

### Pass/Fail policies during the Academic Year 2020-2021

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

### Colloquium Requirement

Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia (15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Up to 5 colloquia in mathematics or computer science may also be counted. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

### PLACEMENT

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

### NOTES

**Substitutions, Study Abroad, and Transfer Credit:** In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

**Double Counting:** No course may count towards two different majors.

**Early Senior Capstone Course:** In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

**Planning Courses:** Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

**Course Admission:** Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

### FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study**

away?

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be approved MATH/STAT courses.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Colloquium requirement, Senior Seminar requirement.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The highly cumulative structure of the major.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. During the Academic Year 2020-2021 the winter study requirement for the honors program in Statistics is waved. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

## STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

**Requirements/Evaluation:** weekly homework, quizzes, exams, and a project

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test)

**Enrollment Limit:** 50

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is a quantitative course.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

**STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)**

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

**Requirements/Evaluation:** Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data analysis project. Students will need to become familiar with the statistical software STATA.

**Prerequisites:** MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

**Enrollment Limit:** 40

**Enrollment Preferences:** Economics majors, sophomores

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Reasoning with data

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

LEC Section: 02 MWF 10:00 am - 10:50 am Anna M. Plantinga

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

**STAT 197 (F) Independent Study: Statistics**

Directed 100-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

**STAT 198 (S) Independent Study: Statistics**

Directed 100-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

**STAT 201 (F)(S) Statistics and Data Analysis (QFR)**

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

**Requirements/Evaluation:** weekly homework and projects, midterm exams, and a final exam.

**Prerequisites:** MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Students will learn to interpret, choose, carry out, and communicate analyses of data.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Stewart D. Johnson

LEC Section: 02 MWF 11:00 am - 11:50 am Stewart D. Johnson

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

**STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)**

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

**Requirements/Evaluation:** Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

**Prerequisites:** MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Prospective Statistics majors and more senior students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

LEC Section: 02 MWF 12:00 pm - 12:50 pm Richard D. De Veaux

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Xizhen Cai

LEC Section: 02 Cancelled

**STAT 297 (F) Independent Study: Statistics**

Directed 200-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

**STAT 298 (S) Independent Study: Statistics**

Directed 200-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

**STAT 302 (S) Applied Statistical Modeling (QFR)**

Data may come from various sources and studies with different purpose of analysis. Statistical modeling provides a unified framework to embrace different data types, and focuses on the goals of understanding relationships, assessing differences and making predictions. We will explore different types of statistical models (linear regression, ANOVA, logistic regression etc), and focus on their conditions, the interactive modeling process, as well as the statistical inference tools for drawing conclusions from them. Throughout the course, real datasets will be modeled for interesting questions about the world, and the limitations will be addressed as well.

**Requirements/Evaluation:** weekly homework assignments, quizzes, exams and a course project.

**Prerequisites:** One of the following: i) STAT 201; ii) MATH 140 and STAT 101/161/AP Statistics 4/5; iii) Permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Students interested in statistics who have background in calculus and intro stat. Students cannot take STAT 302 either simultaneously or after STAT 346.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is an intermediate statistics class with prerequisites that are QFR courses

Not offered current academic year

### **STAT 310 (F) Data Visualization (QFR)**

This course is about preparing, visualizing, reporting and presenting different types of data. We will start with creating common plots (e.g., barcharts, histograms, density plots, boxplots, time series and lattice plots), but also discuss visualizing results of statistical models, such as linear or logistic regression models. We will use the ggplot library in R but then switch to the plotly library for interactive graphs with mouse-over and click events. Using R's shiny and DT libraries, we will learn how to create and publish web-apps and dashboards that explore datasets and support online filtering. We will end the class with creating web apps that contain multiple graphs or maps which react to user inputs (such as selecting which variables to plot) or provide real time monitoring of streaming data. Throughout, we will use version control software (Github) to organize and keep track of our code. This course will be taught in a semi-flipped style. While the instructor will introduce certain topics, students will often be responsible for reading material ahead of time and then work individually or in pairs to reproduce material or implement it on their own data.

**Requirements/Evaluation:** Grading will almost entirely be based on class participation, individual and team-work, project presentations and the student's portfolio.

**Prerequisites:** Stat 201/202/302; Good knowledge of R

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference may be given to stats majors who need the course in order to graduate, but then random selection.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course teaches how to organize and present data graphically, but also how to critique existing data visualizations.

Not offered current academic year

### **STAT 315 (S) Applied Machine Learning (QFR)**

How does Netflix recommend films based on your viewing history? How does Facebook group its users and send out targeted ads? How did Google select from thousands of search terms to predict flu? Machine learning (ML) is a rapidly growing field that is concerned with algorithms and models to find patterns in data and solve these practical problems at the intersection between statistics, data science and computer science. This course provides a broad introduction to ideas and methods in machine learning, with emphasis on statistical intuitions and practical data analysis. Topics including regularized regression, SVM, supervised/unsupervised learning, text analysis, neural networks will be covered. Students will use R extensively throughout the course while getting introduced to some ML tools in Python.

**Class Format:** Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, one class project, and two or three exams

**Prerequisites:** MATH 140, and STAT 201/202, or equivalent; or permission of instructor. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods

Not offered current academic year

**STAT 319 (S) Statistical Computing (QFR)**

This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

**Requirements/Evaluation:** based primarily on projects, homework, and exams

**Prerequisites:** STAT 201 or 202 and CSCI 134, 135, or 136

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses statistical tools and programming techniques to acquire data, create visualizations, and make future predictions.

Not offered current academic year

**STAT 335 (S) Biostatistics and Epidemiology (QFR)**

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and a brief introduction to regression with correlated data.

**Requirements/Evaluation:** evaluation will be primarily based on weekly homework, two midterm exams, a final exam, and a data analysis project

**Prerequisites:** STAT 201, STAT 202 and MATH 140, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and senior statistics majors; public health concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics course with a focus on quantitative methods relevant to public health studies.

**Attributes:** PHLH Statistics Courses

Not offered current academic year

**STAT 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be

presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

### **STAT 342 (S) Introduction to Stochastic Processes (QFR)**

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time  $t$  or the accumulated claims paid by an insurance company in an interval of time  $t$ . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

**Requirements/Evaluation:** weekly homework/labs, classwork, and exams

**Prerequisites:** STAT 341

**Enrollment Limit:** 30

**Enrollment Preferences:** senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

**Not offered current academic year**

### **STAT 344 (F) Statistical Design of Experiments (QFR)**

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

**Requirements/Evaluation:** Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

**Prerequisites:** STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, seniors, juniors, sophomores, first years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

**STAT 346 (F)(S) Regression Theory and Applications (QFR)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

**Requirements/Evaluation:** Weekly homework, theory and data analysis exams, final course project.

**Prerequisites:** MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Statistics Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

**STAT 355 (F) Multivariate Statistical Analysis (QFR)**

To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

**Requirements/Evaluation:** homework, project/presentations, possibly one or two exams.

**Prerequisites:** MATH 250, and STAT 346 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students interested in statistics which have solid background in math and stat

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is an advanced statistics class with prerequisites that are QFR courses

Not offered current academic year

**STAT 356 (F) Time Series Analysis (QFR)**

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

**Requirements/Evaluation:** Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** STAT 346 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 358 (S) Introduction to Categorical Data Analysis (QFR)**

This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis (such as linear regression) are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed for modeling categorical data, with applications in the social and biological sciences as well as in medical research, engineering and economics. This course has two parts. The first part will discuss statistical inference for parameters of categorical distributions (Bernoulli, Binomial, Multinomial, Poisson) and for measures of association arising in contingency tables (difference and ratio of proportions and odds ratios). Inferential methods covered include Wald, score and likelihood ratio tests and confidence intervals, as well as the bootstrap. The longer second part will focus on statistical modeling of categorical response data via generalized linear models, with a heavy focus on logistic regression models with both quantitative and categorical predictors and their interactions. Model fitting and inference will be based on maximum likelihood and carried out via R.

**Requirements/Evaluation:** Weekly homework assignments consisting of exercises from the textbook as well as data analysis problems, carried out using R. Occasional short in-class quizzes at the beginning of class. One Midterm (with both in-class and take-home component). Final Project with presentation. Final exam. Homework accounts for roughly 15% of the grade, quizzes for another 15%, midterm (in-class and take-home combined) and final for about 30% each, and project for the remaining 10%.

**Prerequisites:** STAT 346: Regression and Forecasting

**Enrollment Limit:** 15

**Enrollment Preferences:** stats majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Students learn how to analyze data and communicate results.

Not offered current academic year

### **STAT 360 (S) Statistical Inference (QFR)**

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer

intensive resampling techniques (e.g., the bootstrap) will also be considered.

**Requirements/Evaluation:** Homework, Quizzes, Exams

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** A rigorous mathematical course laying the foundation for reasoning with data

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Richard D. De Veaux

### **STAT 365 (F) Bayesian Statistics (QFR)**

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** STAT 201 and MATH 150 and 250, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 368 (S) Modern Nonparametric Statistics (QFR)**

Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

**Requirements/Evaluation:** performance on exams, homework, and a project

**Prerequisites:** STAT 201 and STAT 346, or permission of instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Not offered current academic year

**STAT 372 (S) Longitudinal Data Analysis** (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. As time permits, we will also investigate joint modeling of longitudinal and time-to-event data. We will consider many applications in the social and biological sciences.

**Requirements/Evaluation:** Weekly homework, midterm exams, a final exam, and a data analysis project

**Prerequisites:** STAT 346 (and an appropriate introductory statistics course, typically STAT 201 or 202)

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will cover a variety of statistical analysis methods for longitudinal data.

**Attributes:** PHLH Statistics Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Anna M. Plantinga

**STAT 397 (F) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

**STAT 398 (S) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

**STAT 410 (F) Statistical Genetics** (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

**Requirements/Evaluation:** project work, homework, exams, and contribution to discussion

**Prerequisites:** STAT 346 and STAT 360, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Statistics majors, juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

**Attributes:** BIGP Courses PHLH Statistics Courses

Not offered current academic year

### **STAT 441 (F) Information Theory and Applications**

**Cross-listings:** MATH 441 CSCI 441 STAT 441

Primary Cross-listing

What is information? And how do we communicate information effectively? This course will introduce students to the fundamental ideas of Information Theory including entropy, communication channels, mutual information, and Kolmogorov complexity. These ideas have surprising connections to a fields as diverse as physics (statistical mechanics, thermodynamics), mathematics (ergodic theory and number theory), statistics and machine learning (Fisher information, Occam's razor), and electrical engineering (communication theory).

**Requirements/Evaluation:** Weekly homeworks, midterm(s), final exam.

**Prerequisites:** Math/Stat 341; Math 150 or 151; or permission of instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors; mathematics and statistics majors.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 441 (D3) CSCI 441 (D3) STAT 441 (D3)

Not offered current academic year

### **STAT 442 (S) Statistical Learning and Data Mining (QFR)**

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

**Class Format:** Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, exams and an end-of-term project

**Prerequisites:** MATH/STAT 341 and STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Xizhen Cai

**STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)**

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

**Requirements/Evaluation:** Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

**Prerequisites:** STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors and Statistics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

**STAT 465 (F) Bayesian Statistics (QFR)**

Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. Indeed, the Bayesian approach is now recognized across scientific disciplines as a modern and powerful tool. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to performing Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods, before moving on to multivariate sampling methods and methodology. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing. The course will culminate in an independent Bayesian research project.

**Requirements/Evaluation:** Homework, exams, and project

**Prerequisites:** STAT 346, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Juniors and Seniors, and Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course mandates significant mathematical and statistical prowess.

Not offered current academic year

**STAT 493 (F) Senior Thesis: Statistics**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Richard D. De Veaux

#### **STAT 494 (S) Senior Thesis: Statistics**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Richard D. De Veaux

#### **STAT 497 (F) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

#### **STAT 498 (S) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

#### **STAT 499 (F)(S) Statistics Colloquium**

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

**Requirements/Evaluation:** delivering a passing talk and participation throughout the year

**Prerequisites:** Statistics majors must take the colloquium in their senior year

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 25

**Grading:** non-graded

**Distributions:** (D3)

Fall 2022

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

Spring 2023

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

**Winter Study -----**

**STAT 19 (W) Chess and Speed Chess**

This course will present a fast and fun introduction to chess, speed chess, and multi-player variants of classical chess. We'll begin with the rules of chess, and a study of classical openings, theory, checkmates, and endgames. These concepts will be practiced through in-class games. We will always make use of chess clocks, limiting a player's total thinking time. Chess clocks are an important part of tournament chess and speed chess, and are critically important in several chess variants we'll explore. This will open up your eyes to the high-paced, social, and extremely fun nature of recreational chess. Students will immensely enjoy learning and playing these variants, and will be surprised at how much fun chess can be. The course will culminate in a series of informal tournaments among the class.

**Requirements/Evaluation:** Short paper and final project or presentation. In-class tournament participation

**Prerequisites:** Prior chess experience

**Enrollment Limit:** 20

**Enrollment Preferences:** Please submit a brief statement of your present chess knowledge and experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

**STAT 30 (W) Senior Project: Statistics**

To be taken by candidates for honors in Statistics other than by thesis route.

**Class Format:** senior project

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Richard D. De Veaux

**STAT 31 (W) Senior Honors Thesis**

Statistics senior honors thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Elizabeth M. Upton

**STAT 99 (W) Indep Study: Statistics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a

faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Richard D. De Veaux

## MUSIC (Div I)

Chair: Ed Gollin, Professor of Music

- Kris Allen, Lyell B. Clay Artist in Residence in Jazz Activities/Lecturer in Music, Director of the Jazz Ensemble
- M. Jennifer Bloxam, Herbert H. Lehman Professor of Music
- Corinna S. Campbell, Associate Professor of Music
- Ronald L. Feldman, Artist in Residence in Orchestral and Instrumental Activities/Lecturer in Music, Director of the Berkshire Symphony
- Matthew A. Gold, Artist in Residence in Percussion and Contemporary Music Performance
- Ed Gollin, Chair and Professor of Music
- Wang Guowei, Artist in Residence in Chinese Music Performance and Director of the Williams College Chinese Music Ensemble
- Marjorie W. Hirsch, Professor of Music; on leave Fall 2022
- Joanna Kurkowicz, Lyell B. Clay Artist in Residence, Violin and Concertmaster, Berkshire Symphony
- Anna C. Lenti, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music
- Tendai Muparutsa, Artist in Residence in African Music Performance, Lecturer in Music, Director of Zambezi, Co-Director of Kusika
- Benjamin S. Ory, Visiting Assistant Professor of Music; Fall 2022
- Ileana Perez Velazquez, Professor of Music
- Daniel E. Prindle, Lecturer in Music
- Tim Pyper, Lecturer in Music
- W. Anthony Sheppard, Marylin & Arthur Levitt Professor of Music; on leave Spring 2023
- Doris J. Stevenson, Lyell B. Clay Artist in Residence, Piano
- Zachary Wadsworth, Associate Professor of Music
- Brad Wells, Lyell B. Clay Artist in Residence and Director of Choral/Vocal Activities, Lecturer in Music

### COURSES AND COURSE-NUMBERING

**100-level courses** are introductory in nature. They aim to acquaint students with a variety of topics in music, ranging from the materials of music (introductory music theory and musicianship) to various musical cultures (African, American, Asian, Caribbean, and European) and styles within those cultures (classical, folk, and popular). Most 100-level courses are designed for the general student and have no prerequisites; they assume no prior musical training, and are open to all students interested in increasing their understanding and appreciation of music. The two 100-level courses that can serve to satisfy specific music theory requirements for the music major (MUS 103 and 104a or 104b) require a working knowledge of musical notation; these courses are geared to potential majors and students with strong instrumental or vocal background, and are particularly suitable for first-year students interested in taking more advanced courses in music.

**200-level courses** offer students the opportunity to explore a range of more specialized musical topics, from performance, technology, and musicianship-based classes to courses focused on specific styles, periods, composers, and examinations of meaning in music. Most regular 200-level courses have no prerequisites but do require the ability to read music, and are usually open to all students who can do so, regardless of class year. Some 200-level tutorials and writing intensive courses have no prerequisites and do not require the ability to read music, but the workload and more advanced approach to the subject matter makes these courses best suited to sophomores, juniors, and seniors. The two 200-level courses that complete the music theory requirements for the music major (MUS 201 and 202) have prerequisites; these courses are geared to potential majors, majors, and students with strong instrumental or vocal background.

**300-level courses** are designed for sophomores, juniors, and seniors with a background in instrumental or vocal performance and fluency in reading musical notation to focus on specialized topics. Some 300-level courses are experiential in nature, including performance-based coursework in conducting, composition, arranging, orchestration, and improvisation. Others are advanced courses in music theory and analysis, musicology, or ethnomusicology, taught in a seminar context that emphasizes original research and analysis.

**400-level courses** are intended for advanced juniors and seniors, usually music majors, wishing to pursue thesis, independent study, or small

seminar coursework in composition, theory and analysis, musicology, ethnomusicology, or performance, under the guidance of an individual faculty advisor.

## **MAJOR**

A minimum of ten courses are required for the major, as detailed below.

### **Four courses in Music Theory and Musicianship to be taken in sequence:**

Music 103

Music 104a (Music Theory and Musicianship I) or Music 104b (Jazz Theory and Improvisation I)

Music 201

Music 202

### **Three courses in European and American Music History:**

Music 231

Music 232

Music 233

Majors may choose to replace a maximum of one of these three specific courses with a course in music history covering aspects of the same period. The courses that may substitute for MUS 231, 232, and 233 are listed below:

Music 231: 164, 234 or 261

Music 232: 143, 146, 165, or 166

Music 233: 118, 119, 138, 150, 151, 238, 239, 244, 251, 252, 254, or 316

### **One course in World Music/Ethnomusicology from the following:**

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)  
[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)  
[Catalog details](#)

[MUS 111\(F\) LEC Music in Global Circulation](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[MUS 125 / DANC 125\(S\) SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[MUS 177 / WGSS 177\(S\) SEM Gender and Sexuality in Music](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[MUS 211\(F\) SEM Music, Nationalism, and Popular Culture](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[MUS 222 / AFR 223 SEM Politics of Performance/Performing Politics in Contemporary Africa](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[MUS 323 / THEA 321 / DANC 323 SEM Arts Organizing in Africa and the Diaspora](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

### **Two electives:**

One must be taken in the senior year and at the 400-level to serve as a capstone course. The second semester of a year-long honors thesis, MUS 494, will satisfy the 400-level elective requirement; for students in the class of 2024 and subsequent years, Advanced Musical Performance, MUS 491 or 492, will not satisfy the 400-level capstone elective. The other elective may be fulfilled in any semester by any Music course but must be taken in addition to courses selected to satisfy the history, theory, and world music/ethnomusicology requirements detailed above.

Majors are required to participate in faculty-directed departmental ensembles for at least four semesters.

Majors must enroll in partial credit music lessons for at least two semesters.

## THE DEGREE WITH HONORS IN MUSIC

Three routes provide the opportunity for honors or highest honors consideration in the Music major:

**Composition:** A Composition thesis must include one major work completed during the senior year supported by a 10- to 15-page discussion of the student's work or analysis of a major 20th century or contemporary work. The student's general portfolio of compositions completed during the junior and senior years will also be considered in determining honors.

**Performance:** A Performance thesis must include an honors recital given during the spring of the senior year supported by a 15- to 20-page discussion of one or more of the works performed. The student's general performance career will also be considered in determining honors.

**History, Theory and Analysis, or Ethnomusicology:** A written Historical, Theoretical/Analytical, or Ethnomusicological thesis between 65 and 80 pages in length. A written thesis should offer new insights based on original research. A public oral thesis defense is also required.

In order for a thesis proposal to be approved, a student must have at least a 3.3 GPA in Music courses (this GPA must be maintained in order to receive honors), and must have demonstrated outstanding ability and experience through coursework and performance in the proposed thesis area. Students are encouraged to seek the advice of their potential thesis advisor early in the junior year and no later than the first month of the second semester. A 1- to 2-page proposal written in consultation with the faculty advisor must be received by the Music chair by the end of spring break.

Honors candidates must enroll in Music 493(F)-W31-494(S) during their senior year. A student who is highly qualified for honors work, but is unable to pursue a year-long project for compelling reasons, may petition the department for permission to pursue a WS/one-semester thesis. The standards for evaluating such a thesis remain the same. Completed thesis is due by April 15.

## LESSONS

Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the lesson commitment. (See Music 281-288 and Advanced Musical Performance 391, 392, 491, 492). For further information, check the Music Department webpage or contact the Department of Music.

## STUDY ABROAD

One study abroad course may satisfy the one free elective requirement for the major, if approved by the department. A second study abroad course might satisfy any one of the specific required courses if the proposed course is clearly equivalent and if the substitution is approved by the department. Majors planning to study abroad should meet with the department chair to propose specific study abroad courses that might be approved to satisfy major requirements under this policy. No more than two courses taken abroad may count toward the major. Music lesson courses and ensemble participation pursued while studying abroad may count toward the performance requirements with approval of the department.

### MUS 101 (F) Listening to Music: An Introduction to the Western Classical Tradition

When you listen to music -- on your phone or computer, on the radio, at a concert -- how much do you really hear? This course refines students' listening skills through study of the major composers, styles, and genres of the Western classical tradition. We will explore music from the Baroque, Classical, Romantic, and Modern eras, including works by Bach, Mozart, Beethoven, Chopin, Tchaikovsky, Brahms, Stravinsky, and other composers. Genres to be covered include the symphony, string quartet, sonata, opera, song, and choral music.

**Requirements/Evaluation:** Grades will be based on participation, GLOW posts, several quizzes, a midterm exam, and a final exam. Attendance at two Williams concerts required if conditions permit.

**Prerequisites:** none; intended for non-major students with little or no formal training in music

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, sophomores and any student who expresses a strong interest in the course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### MUS 102 (F) Introduction to Music Theory

The course presents an introduction to the materials and structures of music. Through a variety of applied and theoretical exercises and projects, students will develop an understanding of the elements of music (e.g. pitch, scales, triads, rhythm, meter, and their notation) and explore their combination and interaction in the larger-scale organization of works of classical, jazz and popular music (i.e. harmony, counterpoint, form, rhetoric). Practical musicianship skills will be developed through singing, keyboard, and rhythmic exercises.

**Requirements/Evaluation:** regular worksheets (1-2 pages), written and applied quizzes, three model composition projects, midterm and final exam, participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** first-year students

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Zachary Wadsworth

### **MUS 103 (F) Music Theory and Musicianship I**

*MUS 103 and 104 are designed for potential majors and for students with strong instrumental or vocal backgrounds. Students entering MUS 103 should have a solid understanding of musical rudiments (intervals, scales, keys) and reading proficiency in both bass and treble clefs. A short diagnostic exam will be administered at the first class meeting of MUS 103 to determine if a student requires any additional work to complement and fortify course work during the early weeks of the semester, or whether placement in MUS 102 would be more appropriate. Students with a strong background in music theory may take a placement exam during First Days to see whether they can pass out of one or both semesters. MUS 103 and 104 are required for the music major.* MUS 103 presents the materials, structures and procedures of tonal music, with an emphasis on the harmonic and contrapuntal practice of the baroque and classical periods (ca. 1650-1825). The course explores triadic harmony, voice leading, and counterpoint with an emphasis on the chorale style of J.S. Bach and his predecessors. Keyboard harmony and figured bass exercises, sight singing, dictation, analysis of repertoire, written exercises and emulation projects will develop both an intellectual and an aural understanding of music of the period. Projects include chorale harmonization, arranging, and the composition of canons.

**Class Format:** In addition to the two lecture meetings each week, the class requires three weekly lab meetings (for keyboard skills, music writing skills, and aural skills).

**Requirements/Evaluation:** weekly written work, written and applied quizzes, and midyear and final projects

**Enrollment Limit:** 24

**Enrollment Preferences:** first-years, potential Music majors, and those with strong musicianship backgrounds

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Ed Gollin

LAB Section: 02 MWF 9:00 am - 9:50 am Ed Gollin, Daniel E. Prindle, Tim Pyper

LAB Section: 03 MWF 10:00 am - 10:50 am Ed Gollin, Daniel E. Prindle, Tim Pyper

LAB Section: 04 MWF 11:00 am - 11:50 am Ed Gollin, Daniel E. Prindle, Tim Pyper

### **MUS 104 (S) Music Theory and Musicianship I**

Music 104 continues the practical musicianship work of Music 103, while expanding the scope of harmonic topics to include seventh chords and chromatic harmony. Music 104 further explores the transformation of chorale harmony in contrapuntal works of the eighteenth century. Projects include the composition of preludes and fugues on baroque models.

**Class Format:** lecture two days a week; lab meetings (for keyboard skills, music writing skills, and ear training) three days a week

**Requirements/Evaluation:** weekly written work, written and applied quizzes, and midterm and final projects

**Prerequisites:** MUS 103

**Enrollment Limit:** 24

**Enrollment Preferences:** first-year students, potential or declared Music majors, and those with strong musicianship backgrounds

**Expected Class Size:** 21

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: A1 TR 11:20 am - 12:35 pm Zachary Wadsworth

LAB Section: A2 MWF 9:00 am - 9:50 am Zachary Wadsworth, Daniel E. Prindle, Tim Pyper

LAB Section: A3 MWF 10:00 am - 10:50 am Zachary Wadsworth, Daniel E. Prindle, Tim Pyper

LAB Section: A4 MWF 11:00 am - 11:50 am Zachary Wadsworth, Daniel E. Prindle, Tim Pyper

### **MUS 104 (S) Jazz Theory and Improvisation I**

**Cross-listings:** MUS 104 AFR 212

#### **Primary Cross-listing**

The theory and application of basic techniques in jazz improvisation and performance styles, including blues forms, swing, bebop, modally based composition etc. Appropriate for students with basic skill on their instrument and some theoretical knowledge including all key signatures, major/minor keys and modes, intervals, triads and basic seventh chords and their functions within keys. This is a performance practice course and instrumental competence is essential. Vocalists and drummers will be encouraged to study the piano; pianists guitarists and bassists should be able to sight read chords on a jazz lead sheet.

**Class Format:** alternates between lecture style exposition of theoretical topics and a master class where students will perform and be evaluated on assigned repertoire

**Requirements/Evaluation:** weekly assignments,(e.g., harmonic analysis and exercises in transposition and transcription), a midterm, a transcription project and the end of semester concert, as well as improvement as measured in weekly class performance

**Prerequisites:** MUS 103 and/or permission of instructor; musical literacy required as per above description; private study on student's individual instruction strongly encouraged

**Enrollment Limit:** 15

**Enrollment Preferences:** prospective Music majors, then Jazz Ensemble members, then Music majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** this course will share aural skills labs with MUS 104a; students considering taking this course should consult the lab times and plan their schedules accordingly

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 104 (D1) AFR 212 (D1)

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

### **MUS 110 (F)(S) Electronic Music Genres, a Creative Approach**

In this course, students will study the theoretical and practical fundamentals of audio technology, MIDI production, sound design, and interactive composition. Students are not required to have any background in Music Technology. We will start by covering the basics of Electronic Music but the class will move at a fast pace covering more advance subjects in a short period of time. We will go over concepts of Physics acoustic, MIDI (sequencing, etc), Sound editing, Digital Signal Processing Effects, Sound Synthesis, and Interactive electronic music composition using Ableton Live, Max4Live, as well as Max MSP for students to learn how to program their own virtual synthesizers and/ or algorithmic composition to create interactive

music in real time. Electronic Music Composition is a central part of the class. Students can choose any aesthetic of their choice for the composition projects, since the focus of the class is on teaching students the technological tools to create the music of their choice. Students will be encouraged to mix different styles of music creating fusion.

**Requirements/Evaluation:** Four fusion composition projects and weekly presentation of students mini-projects focused on the electronic music techniques studied in class, and based on student research of musical styles chosen for their projects.

**Prerequisites:** One of the following: MUS 102, MUS 103, or permission of instructor for those students that have taken music lessons in their previous school: please contact iperez@williams.edu

**Enrollment Limit:** 8

**Enrollment Preferences:** Music majors, students with previous experience in Music.

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Ileana Perez Velazquez

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Ileana Perez Velazquez

### **MUS 111 (F) Music in Global Circulation (DPE)**

This course introduces a variety of musical genres and practices from around the world, alongside a discussion of the processes and politics of their global circulation. Through learning about a combination of contemporary styles and longstanding musical traditions spanning a broad geographical range, students will develop a working knowledge of musical terms, concepts, and influential musicians. Beyond engaging with music's sound and structure, we will address its capacity to express personal and group identity, and its ability to both reflect and shape broader social ideas and circumstances. In particular, we will consider music's global circulation, and how its contents and meanings reflect those processes. Genres covered in the course vary intermittently but often include: "throat singing" genres in Tuva and Sardinia, Zimbabwean mbira and Chimurenga music, Argentine Tango, Ghanaian azonto and highlife, Balinese gamelan, and North Indian classical music. No prior musical training is required.

**Requirements/Evaluation:** class attendance and participation, regular short assignments/study questions, three 5-7 page written assignments, and an 8-10 page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** current or prospective majors in Music, upperclassmen.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Not only are students exposed to a wide range of musical material from across the globe, they also consider how music becomes meaningful and powerful in light of local contexts and the politics of circulation. Discussions and written assignments address issues including gender identity, economic disparity, the politics of cultural preservation, and music's potential in situations of political unrest.

**Attributes:** MUS World Music/Ethnomusicology

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Corinna S. Campbell

### **MUS 118 (S) Hearing Race in America, 1890-1955 (DPE)**

The rise of Rock 'n' Roll in the mid-1950s has typically been viewed as a temporary confluence in American culture, suggesting possibilities for musical and racial integration even as various forms of appropriation and exclusion were perpetuated. This course will explore the earlier multiple musical streams that merged at this moment. We will start by engaging with contemporary and historical perspectives on race, adopting a radically interdisciplinary approach. Our focus will then be on several of the most prominent vernacular and commercial forms of American music during this

period: ragtime, blues, early jazz, rhythm and blues, Tin Pan Alley, country and western, bluegrass, Tex-Mex/Tejano conjunto, "Latin jazz," and Cajun/zydeco. Prior to the 1950s, these musical styles were segregated, at least in terms of production and marketing. How did racial assumptions and histories shape the creation, dissemination, and reception of this music? Can we hear the multiple ways in which race played out in American music in the first half of the twentieth century?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** Evaluation will be based on a 5-page paper, a midterm, a 7-page paper, a final exam, and on class participation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Random selection.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will focus on how racial imagination and systemic racism shaped the creation, marketing, and reception of multiple genres and styles in American popular music from 1890 to 1955. Before embarking on this historical study, we will first become familiar with current theories of race and with dominant American perceptions of race c. 1900. Perceptions of difference (in multiple forms), realities of market power, and issues of artistic and financial equity directly impacted music in this period.

Not offered current academic year

### **MUS 125 (S) Music and Social Dance in Latin America (DPE)**

**Cross-listings:** MUS 125 DANC 125

**Primary Cross-listing**

This course offers a full-spectrum introduction to a number of Latin American social dance forms, including samba, salsa, tango, and the Suriname Maroon genre, awasa. Through critical listening and viewing assignments, performance workshops, and readings from disciplines spanning ethnomusicology, anthropology, dance studies, Latin American studies and history, students will combine a technical understanding of the musical and choreographic features of these genres with a consideration of their broader contexts and social impact. Among the questions that will drive class discussions are: How do sound and movement interrelate? What aspects of gender, sexuality, class, race and ethnicity arise in the performance and consumption of Latin American genres of social dance? How do high political, economic, and personal stakes emerge through activities more commonly associated with play and leisure? This class is driven by academic inquiry into these various social dance practices; it does not prioritize gaining performance skills in the genres discussed. While there will be experiential components included throughout the course (for instance music or dance workshops), the majority of the class will be conducted in a discussion/seminar format. While the ability to read musical notation is helpful, it is not required.

**Class Format:** seminar/studio

**Requirements/Evaluation:** Regular short assignments, three 5-7 page papers, final project or paper (10-12pgs)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** upperclassmen, majors in music, dance, Latino/a studies.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** MUS World Music/Ethnomusicology

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 125 (D1) DANC 125 (D1)

**Difference, Power, and Equity Notes:** Together, the music and dance genres discussed here indicate the diversity of social dance practices within Latin America, broadly conceived. Each unit of the course delves into aspects of political, historical, and cultural context and their resonance within the realm of music and dance. Specific attention is paid to racial and intercultural aspects each genre's formulation, practice, and circulation, as well as the politics of representation in embodied expression.

**Attributes:** GBST Latin American Studies Electives MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Corinna S. Campbell

### **MUS 143 (F) The Symphony**

This course traces the European symphonic tradition from the late eighteenth century through the mid-twentieth century, focusing on works by Mozart, Haydn, Beethoven, Berlioz, Liszt, Mendelssohn, Schumann, Brahms, Dvorak, Mahler, Strauss, and Shostakovich. We will examine developments in musical form and harmony, social contexts for listening, and contemporary aesthetic debates about the nature of genius, the idea of musical tradition, and the narrative capacity of instrumental music.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** students will be evaluated on three 3- to 5-page essays, two exams, and short weekly assignments, ability to read music not required

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Benjamin S. Ory

### **MUS 149 (S) The Language of Film Music**

Filmmakers have relied on music from the earliest days of silent movies (often accompanied by live musical performance) to our present age of slickly-produced online video. Along the way, trends have arisen (and have been artfully thwarted) in countless film scores, whether constructed from preexisting works or specially crafted by composers like Max Steiner, Duke Ellington, Bernard Herrmann, John Williams, James Horner, Micachu, or Björk. In this class, we will look at and listen to films from different periods and cultures, observing which techniques evolved, which have changed very little, and considering when an idea is borrowed and when it might actually be new. We will also discuss the impact this language has on the experience of the viewer, and how film music functions in the wider culture. Assignments will consist of listening/viewing, responding in writing, and re-interpreting film clips with music you will compose or borrow.

**Requirements/Evaluation:** Evaluations include: several short writing and creative assignments, two quizzes, a midterm essay, and a final creative project.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** given to juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** FMST Core Courses

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

### **MUS 150 (S) The Broadway Musical (DPE)**

**Cross-listings:** MUS 150 THEA 150

**Primary Cross-listing**

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past

century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a brief paper, an 8-page paper, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 150 (D1) THEA 150 (D1)

**Difference, Power, and Equity Notes:** We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

Not offered current academic year

### **MUS 151 (F) History of Jazz**

"There are only three things that America will be remembered for 200 years from now when they study the civilization: The Constitution, Jazz Music and Baseball. These are the three most beautiful things this culture's ever created."--(Gerald Early) Jazz is the most common name for a great African American Art form that still defies definition. Over the past century this elastic tradition has laid down firm roots for numerous other American and World musics, while itself in the throes of a seemingly permanent identity crisis. Jazz is perennially declared dead or dying yet consistently summoned by advertisers to lend vitality and sex appeal to liquor or automobiles. By any name and regardless of its health status, jazz has a rich history of conservative innovators, at once restless and reverent, who made fascinating leaps of creativity out of inspiration or necessity. This "listening intensive" class will look at the past century of jazz music through ideas, "what-if" questions and movements that changed the way the music was created, presented and perceived. Both musical concepts (such as syncopation and cross instrumental-influence) and cultural connections (racial, technological and economic) will be examined, giving us freedom to link similar kinds of musical thought across disparate settings and decades. Our inquiry will include (but not be limited to) the lives and music of Louis Armstrong, Fletcher Henderson, Mary Lou Williams, Duke Ellington, Charlie Parker, Thelonious Monk, Dizzy Gillespie, Art Blakey, John Lewis, Miles Davis, John Coltrane, and Wayne Shorter.

**Class Format:** All meetings online. Some meetings will be in smaller discussion groups

**Requirements/Evaluation:** class participation including regular reading and listening assignments; 4 quizzes, two short papers/projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **MUS 164 (F) Bach and Handel: Their Music in High Baroque Culture**

This course explores the lives and music of two great composers of the High Baroque, Johann Sebastian Bach and George Frideric Handel. We will

examine their dramatically contrasting life experiences and musical pursuits within the larger social and cultural framework of the period: Bach as a provincial composer, servant to minor German aristocrats and the Lutheran Church, virtuoso organist and pedagogue; Handel as a cosmopolitan celebrity and entrepreneur, creator of operatic and instrumental entertainments for both the Italian and English nobility and the paying public. Development of listening skills and understanding of Baroque music styles, genres, and forms will be stressed. Bach's *Brandenburg Concerti* and *Mass in B-minor*, and Handel's opera *Giulio Cesare* and *Water Music Suite* are just a few of the works to be discussed and enjoyed.

**Class Format:** discussion, two meetings per week, and a field trip may be required

**Requirements/Evaluation:** participation, two papers, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 165 (F) Mozart**

This course will examine the extraordinary life and musical genius of Wolfgang Amadeus Mozart. Through lectures, discussion, readings, and guided listening, students will gain appreciation of Mozart's classical compositional style and familiarity with many of his greatest works. The class will explore Mozart's pivotal position as a musician in Viennese society; his strange combination of bawdy behavior and sublime artistry; his relationship with his domineering father Leopold, as well as with Haydn, Beethoven, and Salieri; and the myths about Mozart that have sprung up in the two centuries since his death.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, listening quizzes, two short papers, a midterm exam, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students with demonstrated interest in music

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 166 (S) Beethoven**

This course provides an introduction to the life and music of Ludwig van Beethoven. The composer's difficult childhood, loss of hearing, secret affair with his "Immortal Beloved," tempestuous relationship with his suicidal nephew, along with political, philosophical, social, and cultural developments of the late 18th and early 19th centuries, will provide context for our study of his artistic achievements. Students will listen to a broad selection of Beethoven's music, including sonatas, string quartets, symphonies, overtures, concertos, choral works, and opera. Some of the topics we will discuss include the nature of his genius, his compositional methods, his influence on later composers such as Schubert, Wagner, and Brahms, Beethoven in popular culture, and the continuing impact of his music around the globe.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** class participation, two 5-7 page papers, several listening quizzes, midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students with a demonstrated interest in music

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 174 (S) The Singing Voice: Structure, Styles and Meaning**

What makes an opera singer sound different than a pop singer? How does the sound of each contribute to musical meaning for listeners? And why is the former granted a higher status and the latter a wider audience? This course examines the world of singing styles and engages these styles from multiple angles: through listening, readings, film viewing and, importantly, through singing. We examine histories of styles, cultural contexts as well as basic physiology, acoustics and techniques. We will explore the basics of yodeling, overtone singing and belting, among other styles. Familiarity with musical notation recommended.

**Class Format:** studio/brief lectures

**Requirements/Evaluation:** Two quizzes, regular journaling, a final paper (6-8 page) and a presentation.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Brad Wells

### **MUS 175 (F) Sound Art, Public Music**

**Cross-listings:** MUS 175 ARTS 273

**Primary Cross-listing**

Western music performance traditionally occurs within contained spaces in which performer and audience adhere to designated locations and follow tacit scripts: seats/stage; applause/bows, etc. In recent years, traditional boundaries and expectations of performance and reception have loosened, often moving into public spaces: from sound art installations to ambient music, from interactive sound sculpture to radio art to social media driven flash mobs. This course examines the work of pioneers in public music and sound art including Alvin Lucier, Bill Fontana, John Cage, Hildegard Westerkamp, Brian Eno, Elizabeth A. Baker and Christine Sun Kim, among others. The course will alternate between study and analysis of particular artistic strategies and the creation of sound art works inspired by ideas and creators we are studying.

**Requirements/Evaluation:** class participation, 3 short (1- to 2-page) essays, a response journal and the creation of five sound art works

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** ARTS elective

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 175 (D1) ARTS 273 (D1)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brad Wells

### **MUS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** WGSS 177 MUS 177

### Primary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177 (D1) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

### MUS 179 (F) James Baldwin's Song

**Cross-listings:** AFR 128 COMP 129 MUS 179

### Secondary Cross-listing

"It is only in his music [ . . . ] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in *Notes of a Native Son* in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel *Go Tell It on the Mountain*, the metaphor of the blues in the play written during the civil-rights movement *Blues for Mr. Charlie*, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in *A Lover's Question* set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

**Requirements/Evaluation:** Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 128 (D2) COMP 129 (D1) MUS 179 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **MUS 201 (F) Music Theory and Musicianship II**

Music 201 continues to greater degrees the study of music techniques from the common practice period by means of analysis, composition, written exercises, sight-singing, and dictation. We will expand our understanding of chromaticism. We will learn how chromaticism is used as a voice-leading tool, and how it participates in music even at deeper levels of the structure. We will learn about innovations that occurred from the early 19th century through the beginning of the 20th century and will trace the origins for these new harmonic tendencies. We will also learn how composers create larger formal structures.

**Class Format:** In addition to the scheduled lecture block, the class requires a weekly aural-skills meeting, to be scheduled in the first week of class.

The one-on-one meeting will take place with a lab instructor for approximately 10-15 minutes

**Requirements/Evaluation:** homework, theory quizzes, analysis papers, compositional projects, final project, class attendance, preparation, participation, and on the results of the lab portion of the class

**Prerequisites:** MUS 104

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors and potential Music majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Ileana Perez Velazquez

LAB Section: 02 F 12:00 pm - 12:50 pm Daniel E. Prindle

### **MUS 202 (S) Music Theory and Musicianship II**

Music 202 examines the materials and structures of atonal and post-tonal music from the 20th and 21st centuries, and it develops musicianship skills to aid in the perception and performance of these materials and structures. Topics include set theory, serial techniques, referential collections, post-tonal pitch centricity, new rhythmic and metric techniques, new formal structures, and the intersection of tonal and contextual structure.

**Class Format:** This course has two lecture meetings and one aural skills lab meeting per week.

**Requirements/Evaluation:** short analysis and composition assignments, quizzes, a midterm paper (3-4 pages), a final analysis paper (5 pages) and presentation, and aural skills participation and performance

**Prerequisites:** MUS 201 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Music majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Ed Gollin

LAB Section: 02 F 12:00 pm - 12:50 pm Ed Gollin, Daniel E. Prindle

### **MUS 204 (F) Jazz Theory and Improvisation II**

**Cross-listings:** MUS 204 AFR 214

**Primary Cross-listing**

A continuation of MUS 104b, this course builds upon theoretical knowledge, performance and aural skills developed previously. Students will deal with more complex theoretical and performance issues, including the use of symmetric scales, strategies for chord reharmonization, pentatonic and hexatonic scale shapes, and Coltrane's "Three Tonic" harmonic system.

**Class Format:** two weekly seminar meetings, alternating between theory and performance sessions

**Requirements/Evaluation:** weekly compositional, analysis, transcription or performance exercises and final transcription project

**Prerequisites:** MUS 104b or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors and Jazz Ensemble members

**Expected Class Size:** 5-8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 204 (D1) AFR 214 (D1)

**Attributes:** EXPE Experiential Education Courses

**Not offered current academic year**

### **MUS 205 (F)(S) Composition I**

Beginning courses in musical composition. Size and number of required projects will vary from 3 to 5. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is heard/performed.

**Requirements/Evaluation:** completion of assignments, quality and timeliness of composition projects, attendance, and class participation

**Prerequisites:** MUS 201 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ileana Perez Velazquez

### **MUS 206 (F)(S) Composition II**

Beginning courses in musical composition. Size and number of required assignments will vary from 3 to 5 in addition to a possible full semester composition project. A group meeting per week will deal with the presentation, performance, and critique of the student's work in progress, analysis of

models for composition, and discussion of topics in composition. There will be a weekly individual meeting with the instructor to discuss each student's progress. Students must also be available for performances and reading of work outside normal class time, and the instructor and students will work together to ensure that all work written during the semester is actually heard/performed.

**Requirements/Evaluation:** completion of assignments, quality and timeliness of composition projects, attendance, and class participation

**Prerequisites:** MUS 202 (may be taken concurrently) and permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music majors; consideration of non-majors based on qualifications and experience

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Zachary Wadsworth

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ileana Perez Velazquez

### **MUS 210 (S) Music Technology I**

Designed for students with some music background who wish to learn basic principles of Musical Technology and practical use of current software and hardware. Topics include acoustics, MIDI sequencing, digital recording and editing, sampling, analog and digital synthesis, digital signal processing, and instrument design. Lectures will provide technical explanations on those topics covered in class and an historical overview of electronic music.

**Requirements/Evaluation:** weekly assignments, a midterm exam, a final paper and two composition projects

**Prerequisites:** MUS 102 or 103, or permission of instructor; knowledge of and proficiency with musical notation is required; some background in acoustics/physics is desirable

**Enrollment Limit:** 8

**Enrollment Preferences:** Music majors and those planning to major

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 211 (F) Music, Nationalism, and Popular Culture (DPE)**

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, Miss Universe and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

**Requirements/Evaluation:** Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Upperclass students and music majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

**Attributes:** AMST Arts in Context Electives MUS World Music/Ethnomusicology

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

**MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**MUS 220 (F) African Dance and Percussion**

**Cross-listings:** AFR 201 DANC 201 MUS 220

**Secondary Cross-listing**

We will examine two forms that embody continuity of tradition or the impact of societal, political or economic change. Lamban was created by the Djeli, popularly called Griots served many roles in the kingdoms of Ghana and Old Mali from the 12th century to current times. This dance and music form continues as folklore in modern day Guinea, Senegal, Mali and The Gambia where it is practiced by the Mandinka people. Bira is an ancient and contemporary spiritual practice of Zimbabwe's Shona people. While these forms are enduring cultural practices, Kpanlogo from the modern West

African state of Ghana represents the post-colonial identity of this nation's youth and their aspirations for independence at the end of the 1950s. We will also consider the introduction of these forms outside of their origin. This course can be taken for academic and/or PE credit

**Class Format:** class hours will be used to learn and use the dance and music of at least two forms including historical context, a group and individual research project or paper. When possible, our process will include guest artists and field trips to see live performance as well as use of the archives at Jacob's Pillow Dance Festival.

**Requirements/Evaluation:** discussion of assignments, group response performances, and short research paper. Students enrolled for PE credit are responsible only for the performance-based projects

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students who have taken a 100 level dance course of DANC 202; have experience in a campus-based performance ensemble; or have permission of the instructors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 201 (D2) DANC 201 (D1) MUS 220 (D1)

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

Fall 2022

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

STU Section: 02 Cancelled

### **MUS 221 (S) African Dance and Percussion**

**Cross-listings:** AFR 206 MUS 221 DANC 202

#### **Secondary Cross-listing**

Before the 20th century, the African continent was the source of dance and music that influenced new forms rooted on and off the continent. These forms are shaped by the impact of religion, colonialism, national political movements, travel, immigration, and the continuing emergence of technology. In South Africa, the labor conditions of miners instigated the creation of Isicathulo, Gum boots, and in Brazil the history of colonialism is a factor that anchors Samba as a sustaining cultural and socioeconomic force. The birth of Hip Hop in the 20th century finds populations across the globe using its music, dance, lyrics, and swagger as a vehicle for individual and group voice. Hip Hop thrives as a cultural presence in most countries of the African continent and in the Americas. We will examine the factors that moved this form from the Bronx, New York, to Johannesburg, South Africa, and Rio, Brazil. We will examine at least two of these forms learning dance and music technique and composition material that will inform their practice. Each of these genres generated new physical practices, new and enduring communities while continuing to embody specific histories that have moved beyond their place of origin. What is their status in this century?

**Class Format:** class hours will be divided among discussion of media and readings; rehearsal of dance and music techniques; field trips to view performances; research at the Jacob Pillow's archives; and interaction with visiting artists

**Requirements/Evaluation:** a series of discussion, research, and individual and group projects; all of which will inform collaboration on mid-term and final projects

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** students who have taken DANC 107 ,108 or DANC 201; have experience in a campus based performance ensemble; or have permission of the instructors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 206 (D1) MUS 221 (D1) DANC 202 (D1)

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

Spring 2023

STU Section: 01 MR 1:10 pm - 3:50 pm Sandra L. Burton, Tendai Muparutsa

STU Section: 02 Cancelled

**MUS 222 (F) Politics of Performance/Performing Politics in Contemporary Africa (DPE) (WS)**

**Cross-listings:** MUS 222 AFR 223

**Primary Cross-listing**

Using select examples from throughout Africa, this course highlights genres, artists, and works that engage with social and ideological change. Students practice critical listening and performance analysis, while also considering the social contexts that render these performances meaningful and provocative. Topics include: challenges to mass mediated stereotypes of African populations, the social and economic impact of cultural tourism, music as a form of social critique, changing attitudes toward women and the LGBTQIA community, music and global aid organizations, issues of migration and displacement, and the changing roles of traditional musical occupations. Popular genres-among them Afrobeat, kwaito, soukous, rai, mbalax, Chimurenga music, and a variety of rap and hip-hop styles-are discussed alongside numerous traditional and ceremonial genres, national/political anthems, and concert pieces. Active participation in class discussion is an important component of this course.

**Class Format:** this class places a strong emphasis on discussion

**Requirements/Evaluation:** in-class preparation and participation, bi-weekly short writing assignments, a midterm paper and a final project

**Prerequisites:** some familiarity with music terminology encouraged

**Enrollment Limit:** 15

**Enrollment Preferences:** sophomores, juniors, or seniors who are current or prospective Music majors, as well as current and prospective Africana Studies and Latina/o Studies concentrators

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 222 (D1) AFR 223 (D2)

**Writing Skills Notes:** Students receive regular feedback on multiple short assignments throughout the semester. Particular focus is dedicated to crafting and substantiating written arguments.

**Difference, Power, and Equity Notes:** Throughout the course, students engage with case studies concerning specific socio-political contexts within Africa, with an emphasis placed on music's role as a social agent. Topics include representational politics, music as a tool for the powerful as well as the politically disempowered, and music's role in conflict resolution.

**Attributes:** GBST African Studies Electives MUS World Music/Ethnomusicology

**Not offered current academic year**

**MUS 231 (S) Music in History I: Bach and Before**

This course explores 1000 years of music-making in Western Europe, beginning with the philosophical and theoretical origins of this music in ancient Greece and extending to the life and music of J.S. Bach. Topics covered include how the sound of music changed over a millennium; the different functions it served and how genres developed to serve these functions; the lives of the men and women who composed, performed, and wrote about music; and how the changing notation and theory of music related to its practice over the centuries. At the same time, the course provides an introduction to the modern study of music history, sampling a broad range of recent scholarship reflecting an array of critical approaches to the study of early music in our own day.

**Class Format:** lecture-discussion

**Requirements/Evaluation:** in-class and online participation, two medium length papers, unit tests and final exam

**Prerequisites:** ability to read music; open to qualified non-majors with the permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** music majors, those planning to major in music, and any student with a strong background and interest in music.

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Required course for Music majors. Music majors may not take MUS 231 as pass/fail or 5th course option if they are using it to fulfill the Medieval/Renaissance/Baroque music history requirement for the music major.

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm M. Jennifer Bloxam

**MUS 232 (S) Music in History II: Classical and Romantic Music**

MUS 232 traces the development of Western art music from 1750 to 1900. Through listening, reading, and score analysis, we will study a broad range of composers and genres, Classical and Romantic aesthetics, and connections between music and political, philosophical, social, and cultural developments of the period. Composers include Haydn, Mozart, Beethoven, Schubert, Robert Schumann, Clara Schumann, Fanny Mendelssohn Hensel, Berlioz, Chopin, Liszt, Verdi, Wagner, Brahms, Tchaikovsky, Mahler, and others. Some of the topics we will discuss include the changing role of composers in society, music's relationship to the other arts, challenges faced by female composers, controversies surrounding music and meaning, the interaction of music and drama in opera, and musical nationalism.

**Class Format:** lecture-discussion

**Requirements/Evaluation:** class participation, two 5-6 page papers, GLOW posts, midterm and final exams

**Prerequisites:** ability to read music

**Enrollment Limit:** 15

**Enrollment Preferences:** Music majors, those planning to major, and any student with a strong interest in music

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Music majors may not take MUS 232 as pass/fail or 5th course option if they are using it to fulfill the Classical-Romantic music history requirement for the music major.

**Distributions:** (D1)

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Marjorie W. Hirsch

**MUS 233 (F) Music in History III: Musics of the Twentieth Century**

A survey of musics in both Western and non-Western society from the close of the nineteenth century to the present. Emphasis will be on the contextual study of the music of major composers of Western art music, on the musical expressions of selected areas of world music such as Africa, Asia, India, and the Americas, and on the intermingling of musical influences of pop, jazz, and art music. Our study will focus on issues of exoticism and globalization.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, two papers, a midterm, and a final exam

**Prerequisites:** ability to read music

**Enrollment Limit:** 15

**Enrollment Preferences:** Music majors or students with some musical background.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for Music majors

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm W. Anthony Sheppard

### **MUS 234 (F) Soundscapes of Renaissance Europe**

What was the sonic experience of living in late-medieval and early-modern Europe? This course will explore the sights and sounds of daily life for cultural elites as well as the average urban resident. Although it is often vocal polyphony that first comes to mind when thinking about Renaissance music, acoustic environments were complex, noisy, and diverse. This course aims to reflect that heterogeneity: topics include bells, processions, music and architecture, instrumental music, plainchant, visual depictions of music-making, and uses of music to project power, as well as sacred and secular vocal polyphony. Students will zoom in on cities, courts, and churches, especially the musical centers of Bruges, Florence, Ferrara, the Imperial Court of Holy Roman Emperor Charles V, and Bavaria. The course will examine music by some of the most important composers of the era, including Guillaume Du Fay, Josquin des Prez, Philippe Verdelot, Nicolas Gombert, and Orlando di Lasso.

**Class Format:** Meeting twice per week. Class discussion will be central to this course.

**Requirements/Evaluation:** in-class preparation and participation, short mid-term paper, final presentation, and final paper

**Prerequisites:** ability to read musical notation

**Enrollment Limit:** 20

**Enrollment Preferences:** music majors, those planning to major in music, or any student with a strong interest in music or Renaissance Europe

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Benjamin S. Ory

### **MUS 239 (S) Music in the Global Cold War (WS)**

**Cross-listings:** MUS 239 LEAD 239

**Primary Cross-listing**

Throughout the Cold War (1947-1991), music was deployed as a weapon, as a source of nationalist and ideological inspiration, as a form of political protest and resistance, and as propaganda. Music both echoed and helped shape political views and, therefore, prompted various forms of regulation and censorship (McCarthyism in the U.S.; the Union of Soviet Composers). To counter Soviet claims of American cultural inferiority and racism, the U.S. sponsored numerous musical diplomacy efforts showcasing both jazz (Armstrong; Ellington; Brubeck) and classical musicians and composers (Bernstein; American orchestras). Cold War politics and the threat of nuclear war influenced musical styles (Copland; Soviet Socialist Realism; the popular American folk music revival; serialism; rock behind the Iron Curtain), specific musical events (Tokyo East West Music Encounter; concerts celebrating the fall of the Berlin Wall), and individual careers (Shostakovich; Robeson; Van Cliburn). To investigate music's political roles and capacity for expressing communist and democratic capitalist ideologies, we will adopt a case study approach. The Cold War was a global political and, frequently, militaristic struggle. Though our focus will be on music in the U.S.S.R. and U.S.A., we will also consider musical developments impacted by the Cold War throughout Western and Eastern Europe, in Latin America, and in East Asia.

**Class Format:** Class discussion will be central to this course.

**Requirements/Evaluation:** 20% = Participation; 20% = Paper #1, 5-6 pages; 25% = Paper #2, 8 pages; 35% = Paper #3, 12 pages, due during exam period

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Students with relevant experience in Political Science, History, or Music studies.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 239 (D1) LEAD 239 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: a 6 page, 8 page, and a 12 page paper. Drafts of papers 2 and 3 will be required prior to the due dates listed below. This is a "writing skills" course. Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments.

Not offered current academic year

### **MUS 252 (F) Introduction to the Music of John Coltrane**

**Cross-listings:** AFR 242 MUS 252

Primary Cross-listing

This course offers the serious music student an opportunity to study the unique body of work produced by saxophonist and composer John Coltrane (1926-1967). The course traces the evolution of Coltrane's compositional and performance styles in the context of the musical and cultural environment in which they developed. Emphasis placed on Coltrane's musical style, representing a unique synthesis of influences, including jazz, world, and European Classical music and spirituality. Substantial listening and reading assignments, including a biography and related criticism, as well as detailed score analysis and study, are required.

**Requirements/Evaluation:** in-class participation including small quizzes, midterm, class presentation, and final paper

**Prerequisites:** MUS 103 and/or 203 strongly recommended; musical literacy sufficient to deal with the material and /or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** musically literate students and Music majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 242 (D2) MUS 252 (D1)

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

### **MUS 254 (S) Bebop: The (R)evolution of Modern Jazz**

**Cross-listings:** AFR 254 MUS 254

Primary Cross-listing

In the 1940s, Jazz turned a corner, transitioning from the functional and popular music of the swing era to the increasingly complex art music known as bebop. The practitioners of this new sub-genre were seen not as showmen or entertainers, but (in the words of poet Ralph Ellison) as "frozen faced introverts, dedicated to chaos." This music was simultaneously old and new, a musical evolution interpreted through the lens of cultural revolution. This class will survey the lives, music and continuing impact of bebop's most pivotal figures: Charlie Parker, Thelonious Monk, Dizzy Gillespie, Bud Powell and Kenny Clarke among many others. Through score study, guided listening and performance, the class will examine the melodic, harmonic and rhythmic innovations associated with this pivotal era in jazz history. We will evaluate, compare and contrast examples of contemporary theoretical scholarship concerning this musical vocabulary and its evolution. Intersections between the music and parallel artistic, social and political movements will also be addressed.

**Requirements/Evaluation:** weekly reading, listening, musical memorization and performance. Short written responses to discussion prompts and participation in class discussion; quizzes on assigned readings and listening, and final exam

**Prerequisites:** MUS 104b or permission of instructor, instrumental or vocal proficiency.

**Enrollment Limit:** 12

**Enrollment Preferences:** Music majors, Jazz Ensemble members, Africana Studies concentrators

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 254 (D1) MUS 254 (D1)

**Attributes:** AMST Arts in Context Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kris Allen

**MUS 261 (S) Lost Voices of Medieval and Renaissance Women (WS)**

**Cross-listings:** MUS 261 WGSS 261

**Primary Cross-listing**

Remarkably few female voices from the first 1500 years of music in the West are audible today; most of the extant music and poetry of these centuries was composed by men to communicate male perspectives on matters worldly and divine. In this course we will listen to the experiences and viewpoints of medieval and Renaissance women as expressed through their poetry and song. We will ask how these women, whose lives were shaped either by the requirements of monastic culture or by the complex dynamics of aristocratic court culture, negotiated their places and made their voices heard within the patriarchal society of their time. We will examine how the contrasting environments of church and court informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way, we will critically assess how these lost voices have been recreated to speak to us today through recordings and film. Our exploration begins in Byzantium and travels through Germany to France, Spain, and Italy. Along the way we encounter the Greek chant of the 9th century Byzantine abbess Kassia, the Latin poetry, chant, and sacred music drama of the 12th century German polymath St. Hildegard of Bingen, and the elegant poems and courtly melodies of the Countess of Dia and Queen Blanche of Castile in 12th and 13th century France. Heading south, we explore 14th century sacred polyphony at the royal convent of Las Huelgas in northern Spain, and voyage cross the Mediterranean to sample the lively musical life of 15th and 16th century cloistered female communities in northern Italy. We conclude our journey with a comparison of three remarkable 16th century women: the archduchess Margaret of Austria, Governor of the Hapsburg Netherlands, and poet-composer of French chansons; Sister Leonora d'Este, an Italian princess who spent her life enclosed in a Venetian convent, and likely authored a collection of anonymous Latin motets; and Maddelena Casulana, a northern Italian composer of madrigals, and the first woman to publish music under her own name. Her introduction to her first book of madrigals encapsulates the aim of this course: "I want to show the world, as much as I can in this profession of music, the vain error of men that they alone possess the gifts of intellect and artistry, and that such gifts are never given to women."

**Requirements/Evaluation:** Evaluation based on participation, three essays totaling 20-25 pages, three short peer reviews, and a final project presentation.

**Prerequisites:** Ability to read music helpful but not required.

**Enrollment Limit:** 10

**Enrollment Preferences:** Current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors, juniors, and sophomores.

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 261 (D1) WGSS 261 (D2)

**Writing Skills Notes:** Students will write three essays totaling 20-25 pages, each of which will be revised in response to peer and instructor feedback.

**Not offered current academic year**

**MUS 272 (S) Music and Meaning (WS)**

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially "tonally moving forms"--patterns of sound with no reference to the world outside themselves; a work's meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to

some historical styles or genres than others? How can we determine the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer's intentions? Emphasize our personal responses? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

**Requirements/Evaluation:** Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses.

**Prerequisites:** Ability to read music, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Any student who expresses a strong interest in the course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Not offered current academic year

### **MUS 273 (F) Dangerous Music (WS)**

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and totalitarians, as well as opponents of ragtime, rock 'n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

**Requirements/Evaluation:** evaluation will be based on participation, five 5-6-page papers/presentations, and five 1-2 page responses

**Prerequisites:** an ability to read music is desirable but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with demonstrated interest in music

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write five 5-6 page papers and five 1-2 page responses, and will receive extensive feedback on their writing.

Not offered current academic year

### **MUS 275 (S) Shakespeare through Music (WS)**

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies *Romeo and Juliet* and *Othello*, and the comedy *Midsummer Night's Dream*--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical

thinking about music.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students majoring or planning to major in Music, English, or Theater.

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write five short essays of 6-7 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Spring 2023

TUT Section: T1 M 7:00 pm - 9:40 pm M. Jennifer Bloxam

### **MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278 WGSS 248

#### **Primary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Gei* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

**Requirements/Evaluation:** Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Not offered current academic year

### **MUS 279 (F) American Pop Orientalism (DPE) (WS)**

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music's role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the "exotic others" being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as *Madame Butterfly*, "Chinatown, My Chinatown," *Sayonara*, *Flower Drum Song*, *Miss Saigon*, *Rising Sun*, *M. Butterfly*, *Aladdin*, and Weezer's *Pinkerton*. We will end the semester by considering the current state of Orientalism in American popular culture.

**Requirements/Evaluation:** five 5- to 6-page essays and five critical oral responses

**Prerequisites:** previous related coursework and/or musical experience is desirable, but is not required

**Enrollment Limit:** 10

**Enrollment Preferences:** students with prior related course experience

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

**Attributes:** AMST Arts in Context Electives ASAM Core Courses

Not offered current academic year

### **MUS 281 (F)(S) Individual Vocal and Instrumental Instruction**

Individual vocal or instrumental lessons offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade. (Note: partial credit music lessons taken pass/fail do not count as one of the three pass/fail options available to students for regular semester courses.) Students are required to prepare for 10 lessons during the semester with a minimum expectation of one hour practice per day and to perform publicly on at least one departmental studio recital during the semester. Lessons are scheduled TBA based upon instructor schedule. Make-up lessons are given at the discretion of the instructor. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 10 lesson commitment. There is no registration via Williams Student Records. To register for the course, a student must first contact the appropriate teacher; they may do this using the inquiry form. The inquiry form, an outline of the registration process, and the lesson registration deadlines are available on the Music Department website at <https://music.williams.edu/courses/#individual-vocal-and-instrumental-instruction>. Students will be reassigned to course numbers 281-288 based on the number of semesters of instruction already taken in one particular section. Specific instrument or voice sections are as follows: 01 Bassoon, 02 Cello, 03 Clarinet, 04 Bass, 05 Flute, 06 Guitar, 07 Harpsichord, 08 Horn, 09 Jazz Piano, 10 Oboe, 11 Organ, 12 Percussion, 13 Piano, 14 Classical Saxophone, 15 Trumpet, 16 Viola, 17 Violin, 18 Voice, 19 Jazz Bass, 20 Jazz Vocal, 21 Trombone, 22 Harp, 23 Jazz Drum, 24 Jazz Saxophone, 25 Jazz Trumpet, 26 Euphonium, 27 Tuba, 28 African Drumming, 29 Jazz Guitar, 30 Mbira, 31 Vocal/Songwriting, 32 Jazz Trombone 33 Sitar, 34 Tabla, 35 Erhu, 36 Yangqin, 37 Zheng, 38 Liuqin/Pipa, 39 Zhongruan

**Requirements/Evaluation:** Lesson preparation, public performance, and progress throughout the semester.

**Prerequisites:** permission of the individual instructor; enrollment limits apply to each section based upon studio space and student qualifications

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, half credit fifth course option

**Unit Notes:** Enrollment in more than one studio must be approved each semester by the chair beforehand.

**Distributions:** No divisional credit

Fall 2022

LSN Section: 01 TBA Ed Gollin

Spring 2023

LSN Section: 01 TBA Ed Gollin

### **MUS 291 (F)(S) Chamber Music Workshop**

Classical and Jazz Chamber Music and other small departmental ensembles (including Chamber Choir, Percussion Ensemble, Chinese Music Ensemble, and Brass Ensemble) coached by faculty on a weekly basis culminating in a performance. Offered as a partial credit fifth course. Students are encouraged to take this course for a letter grade, but as with all fifth courses, pass/fail is also an option. Students in ad hoc groups organized each semester by the director of the chamber music or jazz programs are required to prepare for 10 one-hour coaching sessions during the semester. It is recommended that each group rehearse a minimum of 2 hours each week in preparation of the coaching. Each ensemble is responsible for keeping a weekly log of rehearsal times and attendance. The logs are to be handed in to the coaches at the end of the semester. In addition students are expected to practice the assigned music individually and are required to perform on the Classical or Jazz Chamber Music concert at the end of the semester. For students in continuing departmental small ensembles, students are expected to practice the assigned music individually and keep a log of their practices, attend all rehearsals, and participate in all concerts presented during the semester. To register for the course, a student must contact the Chamber Music Performance Coordinator, and fill out a registration contract to be signed by the Coordinator, the coach, and the student. Information on the registration process is available on the Music Department website <https://music.williams.edu/courses> under "Chamber Music Workshop." The ensembles will be organized based on skill levels and the instruments represented.

**Requirements/Evaluation:** preparation for weekly coachings

**Prerequisites:** permission of the Chamber Music Staff; enrollment limits will depend upon instructor availability

**Enrollment Limit:** 12

**Enrollment Preferences:** more advanced students, to be determined by audition as necessary

**Expected Class Size:** 12

**Grading:** yes pass/fail option, half credit fifth course option

**Unit Notes:** students should register for 291 for their first semester enrolled in this course and should use the numbers 292-298 for subsequent semesters; registration is through the Music department

**Distributions:** No divisional credit

Fall 2022

LSN Section: 01 TBA Ed Gollin

Spring 2023

LSN Section: 01 TBA Ed Gollin

### **MUS 301 (F) Counterpoint**

Counterpoint, the study of the ways independent melodic lines can be joined in music, has been essential to musical and compositional instruction for centuries. Counterpoint was taught by Mozart, studied by Beethoven, and to this day remains an integral part of compositional training. The course will introduce students to species counterpoint in two and three voices--exercises that develop discipline in polyphonic writing, hearing, and thinking. The exercises will focus on the constraints of sixteenth-century vocal polyphony (music of Palestrina and Lassus) but will illustrate how such contrapuntal discipline is also manifest in music of Corelli, Bach, Brahms and Debussy.

**Requirements/Evaluation:** written exercises and emulation projects

**Prerequisites:** MUS 103 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Music majors and those with previous music theory training

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 307 (F)(S) Composition III**

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

**Requirements/Evaluation:** satisfactory completion of student-initiated projects

**Prerequisites:** MUS 205, 206 and permission of instructor

**Enrollment Limit:** 4

**Enrollment Preferences:** Music majors

**Expected Class Size:** 2

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TBA Zachary Wadsworth

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ileana Perez Velazquez

### **MUS 308 (F)(S) Composition IV**

Advanced individual instruction in composition. Projects will be initiated largely by the students with guidance from the instructor. Student is responsible for arranging performance of their own work. Student may enroll for up to four semesters by taking these courses in sequence, with the lower numbered course being the prerequisite for the next higher numbered course. May not be taken in conjunction with Music 493 or 494, the honors courses in composition.

**Requirements/Evaluation:** satisfactory completion of student-initiated projects

**Prerequisites:** MUS 205, 206 and permission of instructor

**Enrollment Limit:** 4

**Enrollment Preferences:** Music majors

**Expected Class Size:** 2

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TBA Zachary Wadsworth

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Ileana Perez Velazquez

### **MUS 309 (F) Jazz Arranging and Composition**

This is a course designed to acquaint the student with the basic principles of composing and arranging for Jazz Ensemble, beginning with lead sheet format and progressing through the big band. Intensive score study and some transcription from selected recordings required. Evaluation will be based on the successful completion and performance of original arrangements and/or compositions during the semester, to include several lead sheet compositions, one quintet and one sextet arrangement, and one arrangement for big band. Students must attend extra small ensemble and large ensemble rehearsals when work is being rehearsed and/or performed. A solid background in jazz chord/scale theory is required.

**Class Format:** weekly lecture and targeted ensemble rehearsals generally last 2 hours total; additional individual tutorial style meetings are generally

an hour a week, more frequently and for longer amounts of time as needed

**Requirements/Evaluation:** project based 4-5 compositions/arrangements

**Prerequisites:** MUS 104B or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Jazz Ensemble Members, Music Majors

**Expected Class Size:** 3-5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** EXPE Experiential Education Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kris Allen

**MUS 316 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Primary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

## **MUS 323 (S) Arts Organizing in Africa and the Diaspora (DPE)**

**Cross-listings:** THEA 321 MUS 323 DANC 323

### **Primary Cross-listing**

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Requirements/Evaluation:** Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

**Not offered current academic year**

## **MUS 352 (S) Interplay: Collaborative Traditions in Jazz**

"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a point of departure"- Ingrid Monson, *Saying Something*. Collaboration gives birth to specific musical moments, shapes the dramatic arc of whole pieces and performances, and is the foundation out of which the styles and larger artistic identities of individuals and groups arise. This class is an opportunity for advanced students of jazz music to investigate the uniquely collaborative nature of jazz language assimilation and communication. Participants will transcribe and analyze examples of musical interplay from the recorded works of the Miles Davis Quintet of the 1960's, the John Coltrane Quartet of the 1960's, and other notable jazz ensembles. They will also undertake a thorough profile of a modern-day ensemble, including a performance-based final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzier among others will serve to broaden our discussions as we examine the ideas of musical collaboration and group identity through social and commercial lenses.

**Requirements/Evaluation:** an assortment of weekly writing/listening/transcription/analysis/composition/performance projects

**Prerequisites:** advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested

**Enrollment Limit:** 10

**Enrollment Preferences:** Music majors, jazz ensemble members

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 381 (S) Choral Conducting**

The purpose of this course is to become fully acquainted with the fundamentals of conducting gesture, score study, and rehearsal technique as it relates to the choral rehearsal. Using the class as the primary practice choir, students will learn to express specific musical ideas and concepts through conducting patterns and body language, and will develop fluency and ease in these mediums through the study of varied repertoire and techniques. Regular videotaping of conducting sessions will provide opportunities for students to study themselves. Repertoire will include a broad survey of works from the early Renaissance to early 21st century, accompanied and a cappella, and issues of conducting ensembles at various skill levels will be addressed.

**Class Format:** coaching sessions

**Requirements/Evaluation:** regular conducting assignments and final projects

**Prerequisites:** MUS 103 and 104

**Enrollment Limit:** 8

**Enrollment Preferences:** upperclass students

**Expected Class Size:** 4

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Anna C. Lenti

### **MUS 382 (F) Orchestral Conducting**

This course will introduce and develop a broad range of subjects associated with conducting, including: leadership, rehearsal techniques, physical and aural skills, interpretation, performance practices, and programming. Related areas to be discussed include: balance, intonation, rhythm, articulation, bowings, and complex meters. Weekly conducting and score reading assignments will form the core of the workload. Larger projects may include conducting existing instrumental ensembles, and along with score reading, will be the basis of the midterm and final exams. This course includes instrument demos, and conducting videos.

**Class Format:** lab

**Requirements/Evaluation:** class participation, regular conducting assignments, midterm and final projects

**Prerequisites:** membership in a Music Department ensemble preferred, permission of instructor

**Enrollment Limit:** 6

**Enrollment Preferences:** Music department ensemble members/upperclass students

**Expected Class Size:** 2-4

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 391 (F)(S) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional forms for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

**Class Format:** individual instruction

**Requirements/Evaluation:** lesson preparation, public performance, and progress throughout the semester.

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

**Enrollment Limit:** none

**Enrollment Preferences:** intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

**Expected Class Size:** NA

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Ed Gollin

Spring 2023

IND Section: 01 TBA Ed Gollin

### **MUS 392 (F)(S) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

**Class Format:** individual instruction

**Requirements/Evaluation:** lesson preparation, public performance, and progress throughout the semester.

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

**Enrollment Limit:** none

**Enrollment Preferences:** intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

**Expected Class Size:** NA

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Ed Gollin

Spring 2023

IND Section: 01 TBA Ed Gollin

### **MUS 471 (S) Timbre**

Timbre is central to the experience of all music and often enables us to identify styles and cultures nearly instantaneously. However, timbre is not commonly discussed in detail since our technical vocabulary for describing this musical element has been comparatively limited. Our work in this

seminar will involve readings in music theory and history, ethnomusicology, and cognitive studies as well as in the emerging field of sound studies as we attempt to define timbre, explore its manifestations in a wide variety of music, and develop an analytical approach and descriptive vocabulary tooled specifically to this musical element. We will consider how composers and performers of both art and popular musics have wielded timbre as an expressive device and how technology may allow us to analyze details of timbral performance and perception. We will investigate the relationship between timbre and orchestration, from the rise of Haydn's orchestra to the Klangfarbenmelodie of Schoenberg. We will consider extremes of timbral distortion in both vocal and electric guitar effects in rock music as well in such traditions as Korean p'ansori and will explore various forms of speech music and the work of composers of spectral music to expand our case studies. Finally, our own experiments with timbral effects will bring our seminar to bear on our musical performance.

**Requirements/Evaluation:** evaluation will be based on papers, presentations, and class participation

**Prerequisites:** MUS 103-104, and two from MUS 231, 232, or 233 (or equivalents). MUS 201-202 are also recommended but not required.

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Music majors, junior Music majors

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **MUS 474 (S) Music and Corporeality (WS)**

Music is often said to derive its own special quality from the fact that it exists outside of visual representation and is not contained within a physical form, yet musical sound and practice are created through and act upon bodies in numerous ways. This course aims to address how music and bodies shape and respond to one another. Drawing from sources across musical sub-disciplines and extending to fields including cognitive science, sound studies, performance studies, and anthropology, we will follow four lines of inquiry related to music and corporeality: 1.) **Embodied practices:** techniques and pedagogies in performance and in listening (including praxis [Bourdieu], Deep Listening [Oliveros, Becker], Alexander Technique); 2.) **Music's physical effects and affects:** pleasure and pain, the vocalic body [Bonefant, Connor, Barthes], cognitive processes; 3.) **Ideological moves:** questioning the universality of music and of bodies and Cartesian dualism; 4.) **Music and bodies at their limits:** cyberfeminism, futurism, disembodiment, ecstasy, questions of artificiality/virtuality. Musical examples will be drawn from classical and popular sources from Euro/American idioms and beyond, predominantly from the late 20th and 21st centuries.

**Requirements/Evaluation:** midterm project, final paper (including rough draft and final copy) and presentation, intermittent 1- to 3-page papers and exercises

**Prerequisites:** familiarity with music terminology and the ability to read music notation is expected; questions can be directed to the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** senior and junior Music majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course culminates in a final presentation and paper, meant to showcase the student's critical achievements, including their ability to formulate and substantiate their argument. Assignments and exercises throughout the course are aimed at honing students' ability to write and present effectively.

Not offered current academic year

### **MUS 475 (S) Hearing Through Seeing: Music and Visuality (WS)**

We hear music, but seldom is the experience purely aural -- the visual also plays a crucial role. Sound and sight converge when we observe musicians performing in concert venues, patterns of notes and rhythms on the musical score, pictures and text on album and sheet music covers, moving images on screens in films, music videos, and video games. A programmatic work conjures specific images, even whole narratives, in our "mind's eye," or imagination. A work of absolute music, such as a fugue or symphony, can do so as well, although what we envision here may be largely abstract. With hybrid genres, such as opera, musical theater, and dance, the musical and the visual jointly command our attention, often in a spectacular display. This seminar explores myriad ways that "seeing" mediates our experience of hearing, making, and understanding music. We will examine a broad range of topics, including synesthesia; visuality in performance and interpretation; visual metaphors such as line, color, and space in music analysis

and criticism; music and representation; intersections between music and painting, sculpture, and architecture; operatic staging; illuminated music manuscripts; eye music and graphic notation; and sound and image in digital media.

**Class Format:** Students will give four presentations based on the subjects of their papers.

**Requirements/Evaluation:** evaluation will be based on three 5-6 page papers and presentations, a final 8-10 page paper and presentation, and class participation

**Prerequisites:** ability to read music

**Enrollment Limit:** 8

**Enrollment Preferences:** junior and senior music majors, and any student with a demonstrated interest in music

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the 400-level course requirement for the music major

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write three 5-6 page papers and a final 8-10 page paper. They will receive detailed feedback on their writing and will have the opportunity to revise their work.

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Marjorie W. Hirsch

### **MUS 491 (F)(S) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

**Class Format:** individual instruction

**Requirements/Evaluation:** lesson preparation, public performance, and progress throughout the semester.

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

**Enrollment Limit:** none

**Enrollment Preferences:** intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

**Expected Class Size:** NA

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Ed Gollin

Spring 2023

IND Section: 01 TBA Ed Gollin

### **MUS 492 (F)(S) Advanced Musical Performance**

Individual instruction in instrumental and vocal lessons offered at the advanced level as a regular full credit course. Additional guidelines for full credit lessons can be obtained at the Music Department office. Full credit lessons must be approved by the entire music faculty and an audition may be

required. Courses in individual vocal or instrumental instruction are fully subsidized for all students who meet the 12 lesson commitment. MUS 391, 392, 491, 492 must be taken as a graded course and it is strongly recommended that it be taken only as part of a four-course load; the numbers 391, 392, 491, 492 should be used for four sequence courses in the same instrument; if a different instrument is elected, the numbering sequence should start again at 391; numbers are selected without regard to semester taken or class year of student.

**Class Format:** individual instruction

**Requirements/Evaluation:** lesson preparation, public performance, and progress throughout the semester.

**Prerequisites:** completed application, registration and instructor recommendation must be submitted by the instructor by the Tuesday before the first Friday of the semester

**Enrollment Limit:** none

**Enrollment Preferences:** intended primarily for music majors; students must obtain the application and registration forms from the Music Department Office

**Expected Class Size:** NA

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Music majors may register for a total of four semesters, non-majors may register for two semesters: the specific name of the project elected is to be specified after the title "Music Performance Studies"

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Ed Gollin

Spring 2023

IND Section: 01 TBA Ed Gollin

### **MUS 493 (F) Senior Thesis: Music**

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

**Requirements/Evaluation:** Please refer to "The Degree with Honors in Music" on the Music Department website for requirements.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** Only Music Majors with a minimum gpa of 3.3

**Expected Class Size:** NA

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Ed Gollin

### **MUS 494 (S) Senior Thesis: Music**

Music senior thesis; this is part of a full-year thesis (493-494). Required for all students approved for thesis work in music. Please refer to "The Degree with Honors in Music" for deadlines and other requirements.

**Requirements/Evaluation:** Please refer to "The Degree with Honors in Music" on the Music Department website for requirements.

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** Only Music Majors with a minimum gpa of 3.3

**Expected Class Size:** NA

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Ed Gollin

**MUS 497 (F) Independent Study: Music**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

**Requirements/Evaluation:** Undefined - specific to the proposal

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Ed Gollin

**MUS 498 (S) Independent Study: Music**

All independent study proposals must be approved by the entire music faculty. Proposals must be completed and signed by faculty sponsor, and submitted to department chair, by the day PRIOR to the first day of classes of the semester. No proposals will be accepted or considered if this deadline is missed. Proposals for full-year projects must be complete at the beginning of the fall semester.

**Requirements/Evaluation:** Undefined - specific to the proposal

**Prerequisites:** permission of department

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Ed Gollin

**Winter Study -----**

**MUS 10 (W) Introduction to Music Technology and Electronic Music**

This Winter Study Class is an introduction to the basics of Music Technology and Electronic Music. Students will learn how to use Music Notation Software Finale, MIDI, Sound Editing, and Sound Design Software to create their own compositions and/or arrangements. Students will work in groups and individually. Each class will include the instructor's presentation of the techniques and software studied in class, and a hands on approach section where students will use the software studied in class to apply the electronic music techniques discussed in their individual or group projects under the guidance of the instructor. There will be weekly student presentations of their individual and group projects. Instructor and students will also bring their favorite electronic music compositions and songs to class to discuss the techniques used by their creators.

**Requirements/Evaluation:** Final project or presentation. Weekly presentation and discussion of students' projects.

**Prerequisites:** MUS 102 or MUS 103, or permission of the instructor. Ability to read music is a prerequisite.

**Enrollment Limit:** 9

**Enrollment Preferences:** Music major

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Ileana Perez Velazquez

**MUS 11 (W) I/O Fest 2023: The Music of Now**

I/O Fest is the Williams College Music Department's annual student-centered festival of contemporary music and creative music making, comprising concerts, workshops, outreach, and study. Over the first two weeks of Winter Study student performers, composers, and sound artists will engage in the preparation, rehearsal, and creation of new works, leading to four days of concerts at the '62 Center for Theatre and Dance and the Clark Art Institute. Students enrolled in the class will choose areas of focus in performance, composition, or production and take part in all of the creative planning for the festival. Students will engage with and learn from visiting musicians and composers, and explore a world of adventurous music making, new ways of listening, and new modes of collaboration. The first phase of the class will culminate in the presentation of the festival from January 12-15, 2023. Students are required to participate in and attend all events on the festival. In the post-festival phase of the course students will participate in readings, workshops, and discussion groups related to the social, musical, and cultural ideas featured in the festival and explore issues in contemporary performance practice. Other activities will include informal group sessions on musical topics such as free improvisation, graphic scores, and sound art. There will also be a field trip to PS21 in Chatham, NY for a tour of the facility and a performance.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** All students must have a background in music and be able to read music. They should have proficiency as an instrumentalist, singer, or conductor, or have experience as a composer or sound artist.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be selected based on musical experience and interest.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Matthew A. Gold

**MUS 12 (W) The World and Wes Anderson**

Among commercially successful filmmakers of the new millennium, Wes Anderson has cultivated one of the most strongly recognizable (and widely imitated) styles. Focusing on Anderson's films, this course will build an intimate knowledge of Anderson's personal style while also exploring broader topics like filmmaking techniques and narrative structures. It will also use these films as a jumping-off point for discussions about the broad network of influences and outside references found therein, including ancient and contemporary art, interior design, film history, music history, political history, celebrity, philosophy, typography, and the environment. Importantly, the course will also ask questions about representation and identity in Anderson's work. Three weekly class meetings will consist of lecture, discussion, group viewing sessions, and student presentations. Outside of the classroom, students will be expected to read articles, watch videos, complete an Anderson-inspired creative project, and write a medium-length essay. No previous experience studying film or music is required.

**Requirements/Evaluation:** short paper and final project or presentation; creative project

**Prerequisites:** none. students do not need to have experience studying film or music.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will go to students who have taken courses relevant to the course material (in film, art, music, etc.).

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MRF 10:00 am - 12:50 pm Zachary Wadsworth

### **MUS 13 (W) Play Javanese Gamelan!**

Javanese Gamelan is a vibrant, living tradition of gong-chime music from Central Java, Indonesia. Gamelan music features unique tuning systems, intricate melodies, lively rhythms, and a strong sense of communal music-making. Students have the opportunity to learn several instruments over the winter term. Audio recordings and short readings supplement the hands-on learning. The group will play on a beautiful gamelan set crafted by Tentrem Sarwanto, a renowned Javanese gong-smith. The course culminates in a final performance and a brief essay on Javanese music.

**Requirements/Evaluation:** final public performance and short essay

**Prerequisites:** none

**Enrollment Limit:** 13

**Enrollment Preferences:** preference will be given to graduating seniors and upperclass students

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Phil Acimovic studied Javanese Gamelan in Surakarta, Indonesia for two years with master musicians Bp. Wakidi Dwidjomartono and Bp. Darsono Hadiraharjo. He has directed gamelans at Tufts University, Smith College, UC Davis, and UC Santa Cruz.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 WF 10:00 am - 12:50 pm Phil Acimovic

### **MUS 14 (W) Piano Lessons for the Music Novice**

This course, geared towards students with no previous musical training, offers an introduction to playing the piano and reading music. Students will learn to play simple pieces, scales, and chords, and will become familiar with basic music terms, notation, and concepts. The class will meet as a group for three hours a week, and each student will also have a private half-hour lesson once a week. In addition, students are expected to practice on their own daily and to complete written homework assignments. All students will perform pieces they have learned in a class recital on the last day of the course.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** intended for students who have never taken music lessons of any kind

**Enrollment Limit:** 8

**Enrollment Preferences:** Permission by instructor

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Marjorie W. Hirsch

### **MUS 16 (W) Zimbabwean Music Experience**

This course focuses on teaching Zimbabwean music performance. Besides introducing a selection of basic songs on mbira, marimba, and voice, the course explores the orchestration of such music on other instruments. To utilize some participants' previous experience' the course will incorporate brass, woodwinds, strings, and additional percussion. The course content will trace both continuity and change in music from traditional song styles into African popular music. Besides the instrumental practice of the class, we will watch on YouTube and other videos the collaborative nature of this

music. The class will end with an end-of-winter Study performance by the participants.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** The first students to enroll will be selected

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TR 10:00 am - 2:50 pm Tendai Muparutsa

### **MUS 26 (W) Songwriting in Nashville**

This course will allow students of songwriting to explore both the artistic and the practical part of today's music industry. We will travel to Nashville and dive deep into writing, co-writing, critiquing, and editing original songs. Professional songwriters from the region will be invited to offer master classes and share their experiences as well as perform for us in an intimate, relaxed setting. Possible field trips include The Country Music Hall of Fame, Gruhn Guitars, Ryman Auditorium, The Bluebird Cafe, The Grand Old Opry, Performing Rights Organizations (BMI, ASCAP, and SESAC), Music Row, NSAI, recording studios and publishing Houses, etc.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** Preference will also be given to those who play an accompanying instrument or are accomplished vocalists.

**Enrollment Limit:** 8-9

**Enrollment Preferences:** Students who have previously enrolled in WSP Mus 15 or have taken part in private Vocals: Songwriting lessons through the music department will be given preference. Others that are interested are should contact the instructor at [blewis@williams.edu](mailto:blewis@williams.edu).

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Bernice Lewis is the Artist Associate in Songwriting at Williams College and has been a touring artist for over three decades. She has recorded two of her seven original CD's in Nashville.

**Materials/Lab Fee:** \$3500

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Bernice Lewis

### **MUS 31 (W) Senior Thesis: Music**

To be taken by students registered for Music 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Ed Gollin

### **MUS 99 (W) Independent Study: Music**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

**Distributions:** (D1)

Winter 2023

IND Section: 01 TBA Ed Gollin

## **NEUROSCIENCE (Div III)**

### **Chair: Professor Tim Lebestky**

#### Advisory Committee

- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Neuroscience, Public Health
- Tim J. Lebestky, Associate Professor of Biology, Chair of Neuroscience Program; affiliated with: Biology, Neuroscience
- Martha Marvin, Lecturer in Neuroscience
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience; on leave 2022-2023
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Psychology, Neuroscience
- Heather Williams, William Dwight Whitney Professor of Biology; affiliated with: Biology, Neuroscience

Neuroscience is a rapidly growing interdisciplinary field concerned with understanding the relationship between brain, mind, and behavior. The interdisciplinary nature of the field is apparent when surveying those who call themselves neuroscientists. Among these are anatomists, physiologists, chemists, psychologists, philosophers, molecular biologists, computer scientists, linguists, and ethologists. The areas that neuroscience addresses are equally diverse and range from physiological and molecular studies of single neurons, to investigations of how systems of neurons produce phenomena such as vision and movement, to the study of the neural basis of complex cognitive phenomena such as memory, language, and consciousness. Applications of neuroscience research are rapidly growing and include the development of drugs to treat neurodegenerative disorders such as Alzheimer's disease and Parkinson's disease, the use of noninvasive techniques for imaging the human brain such as fMRI and near infrared optical imaging, and the development of methods for repair of the damaged human brain such as the use of brain explants and implants. Combining this wide range of approaches and research methods to study a single remarkably complex organ—the brain—and the behavioral outcomes of its activity requires a unique interdisciplinary approach. The Neuroscience Program is designed to provide students with the opportunity to explore this approach.

#### **THE PROGRAM**

The program in neuroscience consists of seven courses: The Cell (Biology 101); Introductory Psychology (Psychology 101); Neuroscience (Neuroscience 201); Topics in Neuroscience (Neuroscience 401); and three electives. Either Biology 101 or Psychology 101 must be taken prior to enrolling in the core course, Neuroscience (Neuroscience 201), which is the foundational neuroscience course and provides the background for upper-level electives in the concentration. Ideally, Neuroscience is taken the fall of the sophomore year. Electives are designed to provide in-depth coverage of specific areas within the field and many electives include laboratory experiences. At least one elective course is required from those designated as Group A (Neuroscience courses cross-listed with Biology). At least one elective course is required from those designated as Group B (Neuroscience courses cross-listed with Psychology). A third required elective may come from Group A or Group B offerings or it may come from Group C which consists of courses that are not cross-listed with neuroscience but include significant neuroscience content. Students may also petition the advisory committee to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad. Topics in Neuroscience (Neuroscience 401) is designed to provide an integrative culminating experience and is taken by all senior concentrators during the senior year.

#### **Required Courses**

##### [BIOL 101\(F\) LEC The Cell](#)

Taught by: [Tim Lebestky](#), [Cynthia Holland](#)  
[Catalog details](#)

##### [NSCI 201 / BIOL 212 / PSYC 212\(F\) LEC Neuroscience](#)

Taught by: [Matt Carter](#), [Shannon Moore](#)  
[Catalog details](#)

##### [NSCI 401\(S\) SEM Topics in Neuroscience](#)

Taught by: [Matt Carter](#)  
[Catalog details](#)

##### [PSYC 101\(F, S\) LEC Introductory Psychology](#)

Taught by: [Noah Sandstrom](#), [Clarence Gillig](#)

[Catalog details](#)

**Students can ask the Neuroscience Program Chair whether courses not listed here might count as electives.**

### **Elective Courses**

Three elective courses are required. At least one elective must be from Group A and at least one elective must be from Group B. The third elective may come from Group A, Group B, or Group C. Students may also consult the Chair to consider courses that are not listed among these groups including neuroscience-related courses that may be taken while studying abroad.

#### **Group A**

[BIOL 311 / NSCI 311 LEC Neural Systems and Circuits](#)

Taught by: [Matt Carter](#)

[Catalog details](#)

[BIOL 312 / NSCI 312\(F\) LEC Sensory Biology](#)

Taught by: [Heather Williams](#)

[Catalog details](#)

[BIOL 407 / NSCI 347\(S\) SEM Neurobiology of Emotion](#)

Taught by: [Tim Lebestky](#)

[Catalog details](#)

[BIOL 455 / NSCI 455 SEM Neural Regeneration](#)

Taught by: [Martha Marvin](#)

[Catalog details](#)

#### **Group B**

[PSYC 312 / NSCI 322\(F\) SEM From Order to Disorder\(s\): The Role of Genes & the Environment in Psychopathology](#)

Taught by: [Victor Cazares](#)

[Catalog details](#)

[PSYC 313 / NSCI 313 SEM Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic](#)

Taught by: [Shivon Robinson](#)

[Catalog details](#)

[PSYC 314 / NSCI 314\(S\) SEM Learning and Memory in Health and Disease](#)

Taught by: [Shannon Moore](#)

[Catalog details](#)

[PSYC 319 / NSCI 319 / STS 319\(F\) TUT Neuroethics](#)

Taught by: [Noah Sandstrom](#)

[Catalog details](#)

#### **Group C**

[BIOL 204\(S\) LEC Animal Behavior](#)

Taught by: [Manuel Morales](#)

[Catalog details](#)

[BIOL 335 LEC Chronobiology](#)

Taught by: [Vincent van der Vinne](#)

[Catalog details](#)

[BIOL 421\(S\) TUT Thermoregulation: From Molecules to Organisms](#)

Taught by: [Steven Swoap](#)

[Catalog details](#)

[PSYC 335\(S\) SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

### **THE DEGREE WITH HONORS IN NEUROSCIENCE**

The degree with honors in Neuroscience provides students with the opportunity to undertake an original research project under the supervision of one or more of the Neuroscience faculty. In addition to completing the requirements of the Neuroscience Program, candidates for an honors degree must enroll in Neuroscience 493-W31-494 and write a thesis based on an original research project. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Students interested in pursuing a degree with honors should contact the Neuroscience Advisory Committee by winter study of their junior year.

### **STUDY ABROAD**

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions). Securing syllabi is often difficult, so a discussion with the program Chair is certainly necessary. Under no circumstances should a student assume that a course taken at another institution will count toward the concentration.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

The program Chair and advisory committee will consider the course title, course description, and complete syllabus, including readings/assignments. Exams or other written work will also be considered. Written work may be requested if the course description suggests that it is only tangentially related to the field of neuroscience. Written work would, therefore, need to demonstrate that there was sufficient emphasis on neuroscience material.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Generally there is a maximum of 2 credits that can be completed through a study abroad program.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. NSCI 201 and NSCI 401 can not generally be completed abroad. NSCI should be taken during the sophomore year if possible and includes a laboratory component that is rarely comparable in study abroad courses.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

NSCI 201 is only taught during the fall semester. As such, students planning to study away should plan to take it during the sophomore year.

### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

Some students (rarely) have failed to discuss the course in advance of their study abroad experiences. They may also have assumed that approval of a course by another department (e.g., Biology or Psychology) would necessarily mean that they would receive Neuroscience credit for the course. This is not necessarily the case.

## **NSCI 201 (F) Neuroscience**

**Cross-listings:** BIOL 212 NSCI 201 PSYC 212

### **Primary Cross-listing**

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm exams, and a final exam.

**Prerequisites:** PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

**Enrollment Limit:** 72

**Enrollment Preferences:** Sophomores and Biology and Psychology majors

**Expected Class Size:** 72

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

**Attributes:** COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Matt E. Carter, Shannon Moore

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

### **NSCI 311 (F) Neural Systems and Circuits**

**Cross-listings:** BIOL 311 NSCI 311

**Secondary Cross-listing**

This course will examine the functional organization of the mammalian brain, emphasizing both neuroanatomy and neurophysiology. How do specific populations of neurons and their connections encode sensory information, form perceptions of the external and internal environment, make cognitive decisions, and execute movements? How does the brain produce feelings of reward/motivation and aversion/pain? How does the nervous system regulate homeostatic functions such as sleep, food intake, and thirst? We will explore these questions using a holistic, integrative approach, considering molecular/cellular mechanisms, physiological characterizations of neurons, and connectivity among brain systems. Journal article discussions will complement course topics, providing experience in reading, understanding, and critiquing primary research papers. Writing an original literature review article will provide experience in expository writing and anonymous peer review. Laboratory sessions will provide experience in examining macroscopic and microscopic neural structures, as well as performing experiments to elucidate the structure and function of neural systems using classical and cutting-edge techniques.

**Requirements/Evaluation:** Class participation, completion of labs, literature review assignment, hour exams, a final exam

**Prerequisites:** BIOL 212 (same as PSYC 212 or NSCI 201) or BIOL 205

**Enrollment Limit:** 24

**Enrollment Preferences:** Biology majors and Neuroscience concentrators

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 311 (D3) NSCI 311 (D3)

**Attributes:** NSCI Group A Electives

**Not offered current academic year**

### **NSCI 312 (F) Sensory Biology**

**Cross-listings:** BIOL 312 NSCI 312

**Secondary Cross-listing**

How do animals sense properties of the physical world? How do they convert physical or chemical energy to a signal within a cell that carries information? How is that information represented? What are the limits on what can be sensed? We will look for answers to these questions by investigating the molecular and cellular mechanisms of sensory transduction and how these mechanisms constrain the types of information that the nervous system encodes and processes. We will also ask how natural selection shapes the type of sensory information that animals extract from the world, and what adaptations allow some species to have "special" senses. Some of the examples we will consider are: bat echolocation (hair cells in the ear), detecting visual motion (amacrine cells in the mammalian retina), the constant reshaping of the olfactory system (chemical mapping of odors),

what makes a touch stimulus noxious, and enhanced color vision (in birds, bees, and shrimp). Laboratory exercises will focus on the nematode *C. elegans*, an important model system, to explore and extend how we understand touch, temperature sensation, chemosensation, and light sensation.

**Requirements/Evaluation:** Four take-home exams, an independent group research project (proposal, followed by results/discussion), presentation about a non-standard sensory system, many short online quizzes, and lab + class participation.

**Prerequisites:** BIOL 101 and either BIOL 212/NSCI 201 or BIOL 205

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference to senior Biology majors who need a 300-level course; then to senior Neuroscience concentrators who need a Group A elective; then to Biology majors. Not open to students who have taken Biology 213.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 312 (D3) NSCI 312 (D3)

**Attributes:** BIMO Interdepartmental Electives NSCI Group A Electives

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Heather Williams

LAB Section: 02 W 1:00 pm - 4:00 pm Heather Williams

LAB Section: 03 R 1:00 pm - 4:00 pm Heather Williams

### **NSCI 313 (F) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic**

**Cross-listings:** NSCI 313 PSYC 313

**Secondary Cross-listing**

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

**Requirements/Evaluation:** class presentations, participation in discussions and empirical projects, five short position papers (approximately 2 pages double-spaced), an APA style empirical paper (approximately 20 pages double-spaced) and poster presentation of the empirical project.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 313 (D3) PSYC 313 (D3)

**Attributes:** NSCI Group B Electives PHLH Biomedical Determinants of Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

**Not offered current academic year**

### **NSCI 314 (S) Learning and Memory in Health and Disease**

**Cross-listings:** PSYC 314 NSCI 314

**Secondary Cross-listing**

This class will examine the neuroscientific basis of different types of learning and memory (such as declarative memory, motor memory, and associative memory), including the brain circuits, cellular mechanisms, and signaling pathways that mediate these different processes. In addition, we will explore how these processes can be disrupted in different diseases and disorders (such as Alzheimer's disease or post-traumatic stress disorder) and we will discuss the strategies and targets for therapeutic intervention. Class meetings will include a mix of lectures, discussions, and student presentations. Critical evaluation of peer-reviewed studies involving both human and animal models will serve as a foundation for class discussions. Working in small teams, students will also design and conduct an empirical project related to the course material.

**Requirements/Evaluation:** In-class presentations and participation in discussions, completion of an empirical research project which will include a project proposal (3-5 pages), data collection and analysis, and a final report (10-20 pages) along with a poster presentation.

**Prerequisites:** PSYC 212/NSCI 201/BIOL 212

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 314 (D3) NSCI 314 (D3)

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Shannon Moore

LAB Section: 02 T 1:00 pm - 4:00 pm Shannon Moore

**NSCI 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

**Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**NSCI 322 (F) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology**

**Cross-listings:** NSCI 322 PSYC 312

**Secondary Cross-listing**

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

**Requirements/Evaluation:** class presentations, participation in discussions, two article previews (1-2 pages each), literature review (5 pages), research project proposal (5 pages), oral presentation of project proposal.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 322 (D3) PSYC 312 (D3)

**Attributes:** BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Victor A. Cazares

**NSCI 347 (S) Neurobiology of Emotion**

**Cross-listings:** BIOL 407 NSCI 347

**Secondary Cross-listing**

Emotion is influenced and governed by a number of neural circuits and substrates, and emotional states can be influenced by memory, cognition, and many external stimuli. We will read and discuss articles about mammalian neuroanatomy associated with emotion as defined by classic lesion studies, pharmacology, electrophysiology, fMRI imaging, knockout and optogenetic mouse studies, for investigating neural circuit function in order to gain an understanding of the central circuits and neurotransmitter systems that are implicated in emotional processing. We will focus initially on the neural circuits involved in fear, as a model for how human and animal emotion and physiology is studied, with special sessions on emotional responses to music and art, as well as discussions about burgeoning neurobiological research into the emotion of disgust. The larger goal of the course is to give students opportunities and experience in critical evaluation and discussion of primary scientific literature, and to develop and refine strategies on how to use scientific evidence in building arguments in essays.

**Class Format:** three hours per week

**Requirements/Evaluation:** class participation and several short papers

**Prerequisites:** BIOL212/NSCI201; open to juniors and seniors

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Biology majors who have not taken a 400-level Biology course; then to eligible NSCI concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 407 (D3) NSCI 347 (D3)

**Attributes:** BIMO Interdepartmental Electives NSCI Group A Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Tim J. Lebestky

SEM Section: 02 TR 11:20 am - 12:35 pm Tim J. Lebestky

**NSCI 397 (F) Independent Study: Neuroscience**

Independent study.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** Permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Upperclass students

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Tim J. Lebestky

**NSCI 398 (S) Independent Study: Neuroscience**

Independent study.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** Permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Upperclass students

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Tim J. Lebestky

**NSCI 401 (S) Topics in Neuroscience**

Neuroscientists explore issues inherent in the study of brain and behavior. The overall objective of this seminar is to create a culminating senior experience in which previous course work in specific areas in the Neuroscience Program can be brought to bear in a synthetic, interdisciplinary approach to understanding complex problems. The specific goals for students in this seminar are to evaluate original research and critically examine the experimental evidence for theoretical issues in the discipline. Topics and instructional formats will vary somewhat from year to year, but in all cases the course will emphasize an integrative approach in which students will be asked to consider topics from a range of perspectives including molecular, cellular, systems, behavioral and clinical neuroscience. Previous topics have included autism, depression, stress, neurogenesis, novel neuromodulators, language, retrograde messengers, synaptic plasticity, and learning and memory.

**Requirements/Evaluation:** Participation in class discussion, presentation of research articles, several short papers

**Prerequisites:** Open only to seniors in the Neuroscience program

**Enrollment Limit:** 20

**Enrollment Preferences:** Senior Neuroscience concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Required of all senior students in the Neuroscience program

**Distributions:** (D3)

**Attributes:** NSCI Required Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Matt E. Carter

SEM Section: 02 W 7:00 pm - 9:40 pm Matt E. Carter

### **NSCI 455 (S) Neural Regeneration**

**Cross-listings:** NSCI 455 BIOL 455

#### **Secondary Cross-listing**

Injury to the human nervous system can cause lasting impairment, but non-mammalian animals have prodigious capacity to regenerate neurons, regrow axons, and repair scars. What accounts for these differences? Regeneration can occur in multiple modes: replacement of injured neurons, repairs such as axonal regrowth to reconnect to a target structure, or repurposing existing neurons for new tasks through neural plasticity. We will explore the molecular foundations that underlie neuronal proliferation, neural plasticity, and inflammatory responses. We will consider the potential for translating these findings to inform treatments for humans who suffer from neural injury or neurodegenerative disease. Class discussions will focus on readings from the primary literature.

**Class Format:** Discussion, 3 hours per week

**Requirements/Evaluation:** Evaluation will be based on class participation, brief weekly responses, and four short research proposals.

**Prerequisites:** BIOL 212/NSCI 201 or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Biology seniors who have not yet taken a 400 level course and Neuroscience senior concentrators who need a Group A elective.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 455 (D3) BIOL 455 (D3)

**Attributes:** NSCI Group A Electives

**Not offered current academic year**

### **NSCI 493 (F) Senior Thesis: Neuroscience**

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

**Requirements/Evaluation:** Determined by the thesis advisor

**Prerequisites:** Permission of the thesis advisor

**Enrollment Limit:** none

**Enrollment Preferences:** Senior Neuroscience concentrator

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Tim J. Lebestky

**NSCI 494 (S) Senior Thesis: Neuroscience**

Neuroscience senior thesis; this is part of a full-year thesis (493-494). Independent research for two semesters and a winter study under the guidance of one or more neuroscience faculty. After reviewing the literature in a specialized field of neuroscience, students design and conduct an original research project, the results of which are reported in a thesis. Senior thesis work is supervised by the faculty participating in the program.

**Requirements/Evaluation:** Determined by the thesis advisor

**Prerequisites:** Permission of the thesis advisor

**Enrollment Limit:** none

**Enrollment Preferences:** Senior Neuroscience concentrator

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Tim J. Lebestky

**Winter Study -----**

**NSCI 10 (W) The Neuroscience of Learning**

An interactive and collaborative exploration of what neuroscience research reveals about how the brain learns and what factors can be influenced to facilitate successful learning. Topics include the neuroscience of attention, emotion, understanding, memory, and executive functions. Emphasis will be on the neuroscience applications to strategies correlated to the research. There will be opportunities for students to gain insight into their own learning processes. Background will be provided by interactive lecture. Students will participate in small group and full class discussions based on their reading of assigned articles. They will engage in guided research projects in areas of their own interest and share their insights in presentations. In these, they will demonstrate their understanding of the medical model to evaluate primary neuroscience research studies for validity, value, and expand this understanding into implications and strategy applications to facilitate more successful and meaningful learning for themselves and to teach others.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** no preference

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dr. Judy Willis, M.D. M.Ed. combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority, author, and consultant about the neuroscience of learning.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 10:00 am - 11:50 am Judy Willis

**NSCI 31 (W) Senior Thesis: Neuroscience**

To be taken by students registered for Neuroscience 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Tim J. Lebestky

**NSCI 99 (W) Independent Study: Neuroscience**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Tim J. Lebestky

## PHILOSOPHY (Div II)

Chair: Professor Joseph Cruz

- Melissa J. Barry, Professor of Philosophy; on leave Fall 2022
- Joseph L. Cruz, Chair and Professor of Philosophy
- Christian De Leon, Visiting Assistant Professor of Philosophy
- Steven B. Gerrard, Mark Hopkins Professor of Philosophy
- Keith E. McPartland, Associate Professor of Philosophy
- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Philosophy, Williams-Exeter Programme at Oxford
- Julie Pedroni, Lecturer in Philosophy; affiliated with: Philosophy, Center for Environmental Studies
- Shivani Radhakrishnan, Gaius Charles Bolin Fellow in the Department of Philosophy
- Jana Sawicki, Morris Professor of Rhetoric; on leave Fall 2022
- Justin B. Shaddock, Associate Professor of Philosophy

To engage in philosophy is to ask a variety of questions about the world and our place in it—questions that we confront in our everyday lives or that underlie our ordinary practices. What is a good, meaningful, or happy human life (ethics and politics)? What do we owe non-human species and future generations (applied ethics/practical philosophy)? Does god exist? (metaphysics)? What can we know, and what makes a belief or statement true (epistemology)? Are there objective standards for judging works of art? Thus, philosophers also address questions relevant to many disciplines.

The program in philosophy is designed to aid students in thinking about such questions, by acquainting them with influential work in the field, past and present, and by giving them tools to grapple with these issues themselves. The program emphasizes training in clear, critical thinking and in effective writing. Most of our courses are offered as small seminars or tutorials in which students have multiple opportunities to develop skills in reasoning and writing interpretive and critical essays.

### MAJOR

The Philosophy major consists of nine semester courses: three required courses and six electives. The required courses are: any 100-level philosophy course, Philosophy 201 (History of Ancient Greek Philosophy) or Philosophy 202 (History of Modern Philosophy), and Philosophy 401 (Senior Seminar). The six electives are structured by a distribution requirement. Students must take at least one course in each of three areas: Contemporary Metaphysics and Epistemology [M&E], Contemporary Value Theory [V], and History [H]. These requirements apply to majors in the Class of 2018 and after.

Courses taught in other departments at Williams or at other institutions will not count toward the distribution requirement (Williams-Exeter tutorials may count, however, with the approval of the Department Chair). Up to two cross-listed courses taught in other departments may count as electives toward the major. No more than one 100-level course may count toward the major (and one 100-level course is required for the major—*no exceptions*).

### We recommend the following trajectory through the major:

By the end of the first year, take a 100-level philosophy course (this is typically the first step in the major) and one other philosophy course.

By the end of the second year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least one other philosophy course. (If you will be away for the whole of your junior year, you should complete at least five courses by the end of the second year, preferably six.)

By the end of the junior year, complete a 100-level philosophy course, Phil 201 or Phil 202, and at least four other philosophy courses.

Other recommendations: take at least one tutorial; distribute your six electives evenly across the three distribution baskets; take a logic course; and take both PHIL 201 and PHIL 202.

### The Degree with Honors in Philosophy

The degree with honors in Philosophy is awarded to students who have demonstrated outstanding achievement in a program of study that extends beyond the requirements of the major. This additional required work can take the form either of a senior essay written over one semester plus winter study (maximum 40 pages) or a year-long thesis (maximum 75 pages). Students planning to pursue a degree with honors must first write a brief proposal after having consulted with an advisor, then submit the proposal to the Department in mid-March (before spring break) of the junior year. To be eligible for honors candidates must have GPAs of 3.6 or higher in their courses in philosophy at the end of the junior and senior years. A

recommendation for graduation with honors will be made on the basis of the thoroughness, independence, and originality of the student's written work as well as their performance in a defense that will be organized by their advisor in consultation with the Chair.

## STUDY AWAY

[The Williams-Exeter Programme at Oxford \(WEPO\)](#): the first full Oxford philosophy tutorial will count as the equivalent of two full-semester philosophy courses at Williams; the second full Oxford philosophy tutorial will count as the equivalent of one full-semester philosophy course at Williams, for a total of three Williams philosophy courses. Courses must be pre-approved by the Chair of the Philosophy Department, who will also determine which, if any, courses will count toward the philosophy major distribution requirements.

Courses taken in other Study Away programs: Students may petition the Philosophy Department for credit for philosophy courses taken at their Study Away institution. They should consult with the department Chair before they commit to a program. Final determinations will be made on the basis of the course syllabus and the quality of the student's written work for the course. Typically, courses taken while studying away will not fulfill distribution requirements for the philosophy major at Williams.

## PHILOSOPHY RELATED COURSES

The following courses offered in other departments, while not cross-listed with Philosophy, may be of interest to philosophy students:

[HIST 331 SEM European Intellectual History from Aquinas to Kant](#)

Taught by: [Alexander Bevilacqua](#)

[Catalog details](#)

[PSCI 203\(F, S\) SEM Introduction to Political Theory](#)

Taught by: [Nimu Njoya](#), [Mark Reinhardt](#)

[Catalog details](#)

[PSCI 235 / ENVI 235 SEM Survival and Resistance: Environmental Political Theory](#)

Taught by: TBA

[Catalog details](#)

[PSCI 273 / ENVI 273 / STS 273 SEM Politics without Humans?](#)

Taught by: [Laura Ephraim](#)

[Catalog details](#)

[PSCI 312 / LEAD 312 TUT American Political Thought](#)

Taught by: [Justin Crowe](#)

[Catalog details](#)

[PSCI 334 SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSCI 339 / JWST 339 TUT Politics in Dark Times: Hannah Arendt](#)

Taught by: [Laura Ephraim](#)

[Catalog details](#)

[REL 238 SEM Islam and Reason](#)

Taught by: [Zaid Adhami](#)

[Catalog details](#)

[REL 250 / ASIA 250 LEC Scholars, Saints and Immortals: Virtue Ethics in East Asia](#)

Taught by: [Jason Josephson Storm](#)

[Catalog details](#)

[REL 255 / ANTH 255 / ASIA 255\(F\) LEC Buddhism: Ideas and Practices](#)

Taught by: [Georges Dreyfus](#)

[Catalog details](#)

[REL 308 / PSCI 306 / SOC 308 / STS 308\(S\) SEM What is Power?](#)

Taught by: [Jason Josephson Storm](#)

[Catalog details](#)

## PHIL 100 (W) Philosophy of Sex (WS)

What is sex? Are the current biological explanations of human sexuality sufficient to explain the meaning that sex has in our lives? Is human sexuality subject to ethical evaluations? Should it be regulated by social customs and sanctions, by law, or should sexual choices and practices be left to individuals? In thinking about these broad questions, we will also consider some more specific ones: What is sexual orientation, and does it constitute a person's sexual identity? Are there pathological sexual desires and practices, and if so, how should we distinguish them from normal and healthy sexuality? Is anything wrong with adultery, promiscuity, polyamory, pornography, or with exchanging sex for money? What counts as consensual sex, and are all consensual sexual relationships ethically acceptable? The course will place special emphasis on developing the following skills: close, analytical reading; recognizing, reconstructing and evaluating claims, and reasons that support them; producing original ideas and arguments; participating in vigorous discussions in a respectful and reasonable manner; speaking and listening skills; and writing clear, polished, well-argued

papers, generated through several revisions.

**Class Format:** The course will meet approximately 20 hours per week, Monday through Thursday, between 11am and 4pm; there will be an hour long lunch break. The course will consist of short lectures, substantive class discussions, one-on-one writing workshops, and tutorial-style meetings. There will be daily reading and writing assignments.

**Requirements/Evaluation:** Class preparedness and participation in discussions; frequent short writing assignments; a longer (4-5 pages) tutorial-style paper, developed through several revisions; a response to the tutorial partner's paper.

**Prerequisites:** Permission of a Dean.

**Enrollment Limit:** 18

**Enrollment Preferences:** Students who need to make up a deficiency. To be determined in consultation with the Dean's office.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is designed to count for both full semester, Winter Study, and Writing Skills credit. Once a dean approves enrollment, the Registrar's Office will register students in both PHIL 100 and PHIL 42.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Lectures and discussions about writing skills, from sentence-level to the overall structure of the paper and arguments that support its central claim. There will be detailed comments on student's short written assignments, some of which will be revised and resubmitted. The final tutorial-style paper will be revised several times. The course will include writing workshops for one or two students at a time.

Not offered current academic year

### **PHIL 104 (S) Philosophy and Tragedy**

Tragedy and philosophy were two of the finest achievements of classical Athenian civilization, and each attempts to reveal to the reader something fundamental about our shared human condition. The worldview that underlies classical tragedy, however, seems markedly different from the one that we find in classical philosophy. While Plato and Aristotle differ on many points, they share the belief that the cosmos and the human place within it can be understood by rational means. Furthermore, they share the conviction that the most important components of a successful life are within the control of the individual human being. The picture that we find in the works of the tragedians, Aeschylus, Sophocles and Euripides is markedly different. The tragedians emphasize the ways in which the cosmos and our role in it resists any attempt to be understood, and emphasize the ways in which the success or failure of our lives often turns on things completely beyond our control. The view of the tragedians can lead to a thoroughgoing nihilism according to which --the best thing of all [for a human being] is never to have born-but the next best thing is to die soon (Aristotle's *Eudemus* as quoted in Nietzsche's *Birth of Tragedy*; see also Sophocles' *Oedipus at Colonus*)." Despite these rather grim pronouncements, tragic drama has continued to fascinate and educate generations. Furthermore, philosophers have continued to revisit the existential questions vividly raised by Greek tragedy. In this course, we will examine a number of Greek tragedies and philosophical writing on tragedy and the tragic. We will read the *Oresteia* and *Prometheus Bound* by Aeschylus, Sophocles' *Theban Cycle*, and the *Hippolytus*, *Bacchae* and *Philoctetes* by Euripides. As we read through these plays, we will also examine a number of philosophical works about tragedy. We will begin with Aristotle's *Poetics* and will continue with Hume's *Of Tragedy*, Hegel's various writings on tragedy, and Nietzsche's *The Birth of Tragedy*. If possible, we will arrange to see a live performance of a Greek tragedy.

**Requirements/Evaluation:** five papers, five responses and a final paper in multiple drafts; each week one student will write a paper responding to the week's readings and the other student will write a response to that paper

**Prerequisites:** none; this tutorial is an appropriate first course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **PHIL 109 (F) Skepticism and Relativism (WS)**

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that

knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

**Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

**Prerequisites:** none; this tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 8

**Enrollment Preferences:** This tutorial was specifically designed for first-year students, and they will be given preference. Do not write to the instructor indicating a special interest, this will make no difference. If oversubscribed, students will be selected randomly.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2022

TUT Section: T1 TBA Joseph L. Cruz

### **PHIL 114 (F) Freedom and Society (WS)**

Freedom is widely held as one of our fundamental values. But how often do we ask: What is freedom? and Why do we value it? In the first unit of this course, we will consider the relationship between freedom and social order. Do our society's laws limit our freedom in order to make us safe? Or do our laws somehow enhance or enable our freedom? We will read Thomas Hobbes, John Locke, and Jean-Jacques Rousseau in seeking answers to these questions. We will then turn to some specific social forms in the second unit, and ask whether they promote or preclude our freedom. We will read Adam Smith and Karl Marx on capitalism, Simone de Beauvoir on gender, and Charles Mills on race.

**Requirements/Evaluation:** short weekly essays; longer midterm and final papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will complete weekly 2-page essays, and receive regular feedback on their ability to formulate a thesis and adduce an argument in defending their thesis. In addition, students will write two 6-page essays -- each of which will build on their previous short essays -- as their midterm and final projects.

**Attributes:** JLST Interdepartmental Electives

Not offered current academic year

### **PHIL 115 (S) Personal Identity (WS)**

Through lectures, discussions, close readings and assigned writings, we will consider a variety of philosophical questions about the nature of persons, and personal identity through time. Persons are subjects of experiences, have thoughts and feelings, motivation and agency; a person is thought of as continuous over time, and as related to, recognized and respected by other persons. Thus, the concept of person plays a significant role in most branches of philosophy, e.g. metaphysics, epistemology, moral and political philosophy, philosophy of mind. Conceptions of person are equally important in science (especially in psychology), law, and the arts. Questions about persons are of central importance for a myriad of our theories and practices, and for the ways in which we live our lives. The aim of this course is to explore and evaluate a number of rival conceptions of persons and personal identity over time. Some of the questions which we will discuss are: What is a person? How do I know that I am one? What constitutes my knowledge of myself as a person, and does that knowledge differ in any significant respect from my knowledge of physical objects and of other people? Our starting and central question will be: **What makes me the particular person that I am, and how is my identity as this individual person preserved over time?** The course will place special emphasis on developing students' intellectual skills in close, analytical reading; reconstructing and evaluating claims and reasons that support them; producing original ideas and arguments, orally and in writing; responding to the claims and arguments presented in texts and in class; and writing clear, polished, well-argued papers.

**Requirements/Evaluation:** Class attendance, preparedness and participation; additional small group weekly meetings; 12 short writing assignments. No final paper and no exam.

**Prerequisites:** none; open to first year students

**Enrollment Limit:** 12

**Enrollment Preferences:** freshmen, sophomores, and philosophy majors who need a 100 level course to satisfy requirement for the major

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write weekly short assignments (at most 1000 words long), six of which will be letter-graded (but only five best assignments will count for the final grade). All assignments will receive detailed comments on substance as well as on writing skills and strategies.

Not offered current academic year

### **PHIL 116 (S) Perception and Reality (WS)**

This course is an introduction to philosophy through three major themes: The nature of the universe, the existence of gods, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

**Requirements/Evaluation:** active participation; four (5-6 page) essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Strong preference given to first-years and sophomores; there is no need to email the professor in advance to indicate a special interest in the course.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will craft 4 six page essays, and each will receive extensive comments on structure and composition with an eye toward developing skills in philosophical writing.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

### **PHIL 117 (F)(S) Arguing about God (WS)**

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This

introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's *Pensees*, and look at William James' related article, "The Will to Believe." The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil." We will examine this issue in Hume's *Dialogues Concerning Natural Religion*, classic sources and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a logic course.

**Class Format:** seminar

**Requirements/Evaluation:** 5 short papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Five 4 or 5 page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

**PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)**

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have *meanings*. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

**Requirements/Evaluation:** Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to first year students and philosophy majors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

**Difference, Power, and Equity Notes:** This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**PHIL 119 (S) Why Obey the Law?: On Justice and Freedom in Western Political Philosophy (WS)**

What social and political arrangements are most conducive to fostering human well-being and the common good? Are we legitimately bound by a social contract? What makes governmental and legal authority legitimate? Is democratic rule always best? What are some of the necessary conditions for democracy? We turn first to two of Plato's most famous dialogues, *The Apology* and *The Republic*. The remainder of the course is devoted to political writings by other figures in the Western philosophical tradition (egs. Hobbes, Locke, Rousseau, Marx, J.S. Mill, W.E.B Dubois, John Rawls, Charles Mills, Jurgen Habermas). While engaging these texts, we will continually reflect on their relevance for thinking about the problems facing liberal democracies today, particularly in the U.S.

**Class Format:** Class participation will consist of various individual and group exercises designed to give students hands on experiences thinking on their feet, collaborating with others, etc.

**Requirements/Evaluation:** Six short responses, 300-500 words each (first two are pass/fail), in which students will be asked to engage a particular part of the assigned text (egs., explaining what a passage means, drawing connections between different parts of the text, identifying an argument, responding to an argument, etc); two 6-page papers based on professors prompts; participation in a panel discussion, and general class participation.

**Prerequisites:** None. Open to any student interested in the sources of our current understandings of justice, freedom and the strengths and weaknesses of democratic governance structures.

**Enrollment Limit:** 19

**Enrollment Preferences:** In the case of over enrollment preference will be given to majors, first years and sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** The professor and the teaching assistant will provide detailed comments on short and longer essays and provide occasional peer review opportunities, handouts and discussions of frequent types of errors, different possible approaches to writing and drafting, and the importance of editing and seeking the assistance of writing tutors. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

**Attributes:** JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Jana Sawicki

**PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)**

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, the ethics of protest, and Covid-19. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

**Class Format:** Groups of three students (rather than the more conventional two students) will meet weekly with the professor.

**Requirements/Evaluation:** three tri-weekly tutorial papers and two short papers, oral commentaries, and tutorial discussion

**Prerequisites:** none; this course is suitable for first-year students

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students, sophomores, Philosophy majors, and those who have previously been dropped from the course for over-enrollment

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three tutorial papers of 5-7 pages in length, one of which they will revise and resubmit, as well as two 2-3 page papers. In each, students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** JLST Interdepartmental Electives

Fall 2022

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 123 (F) Objectivity in Ethics (WS)**

Is morality simply a matter of opinion? In this course we'll examine several influential attempts to provide a rational foundation for morality, along with Nietzsche's wholesale rejection of these efforts. Readings will include work by Plato, Hobbes, Kant, Mill, Nietzsche, and contemporary authors.

**Requirements/Evaluation:** participation in discussion; short response papers; four 5-page papers, evenly spaced throughout the semester

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Four 5-page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

**PHIL 125 (F) Introduction to the Philosophy of Law (WS)**

This tutorial, designed especially for first year students, is a philosophy course, not a prelaw course. We will examine basic questions in the philosophy of law: What is the relationship between law and morality? Why should one obey the law (if one should)? When, if ever, is paternalistic interference by the state into the lives of its citizens justified? We will look at civil disobedience and theories of legal interpretation. We will pay special attention to the first amendment and questions concerning free speech and hate speech. We will read classic works (such as John Stuart Mill, On Liberty and H. L. A. Hart, The Concept of Law), contemporary articles, and United States Supreme Court cases.

**Class Format:** meeting with the instructor in pairs for an hour each week

**Requirements/Evaluation:** a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

**PHIL 126 (F) Paradoxes (WS)**

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there *is* a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the *sorites* paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, *Newcomb's Problem*, and the *Prisoner's Dilemma*.

**Requirements/Evaluation:** (i) short response papers; (ii) midterm paper (~5-6 pages) (iii) Final term-paper (~10 pages) in multiple drafts; (iv) Active and informed participation in class discussions.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** First and second year students. Prospective philosophy majors.

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a number of short papers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. There will be a midterm paper revising an earlier short paper. There will be a final term-paper written in multiple drafts.

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

**PHIL 127 (S) Meaning and Value (WS)**

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

**Class Format:** This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Four or five tutorial papers (5-6 pages in length), five or six critiques (2-3 pages in length), and one rewrite.

**Prerequisites:** None. This tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 15

**Enrollment Preferences:** First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course meets the 100-level PHIL major requirement.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will meet in pairs or trios for this tutorial. Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2-3 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2023

TUT Section: T1 TBA Melissa J. Barry

**PHIL 128 (S) Utopias and Dystopias (WS)**

The touchstone of our course will be Plato's *Republic*: the first and perhaps greatest utopia as well as perhaps the greatest work in political philosophy. We will prepare for the *Republic* by reading two Socratic dialogues: the *Euthyphro* and the *Meno*. After several weeks on the *Republic* we will turn to Shakespeare's last play: *The Tempest*. From there it is a natural transition to Aldous Huxley's *Brave New World*.

**Requirements/Evaluation:** several short papers totaling at least twenty pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Five 4 or 5 page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

**PHIL 201 (F) History of Ancient Greek Philosophy**

**Cross-listings:** CLAS 203 PHIL 201

Primary Cross-listing

Very few people believe that everything is water, that we knew everything before birth, that philosophers ought to rule the state, or that the earth is at the center of the cosmos. Why then should we spend our time studying people who in addition to having these surprising beliefs have been dead for 2500 years? First of all, Greek thinkers, especially Plato and Aristotle, radically shaped the trajectory of western thought in every area of philosophy. No one can have an adequate understanding of western intellectual history without some familiarity with the Greeks, and we might think that an understanding of our intellectual history can deepen our understanding of our own situation. More importantly, many of the thinkers that we will read in this class are simply excellent philosophers, and it is worthwhile for anyone interested in philosophical problems to read treatments of these problems by excellent philosophers. We will begin the course by looking briefly at some of the Presocratic philosophers active in the Mediterranean world of the seventh through fifth centuries BCE, and some of the sophists active in the fifth century. We will then turn to several of Plato's dialogues, examining Plato's portrayal of Socrates and his development of a new and profoundly powerful philosophical conception. Finally, we will examine some of Aristotle's works on metaphysics, epistemology and ethics, considering some of the ways Aristotle's thought responds to that of predecessors.

**Requirements/Evaluation:** There will be a midterm and final exam. There will also be short writing assignments.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy and Classics Majors.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Philosophy majors must take either PHIL 201 or PHIL 202 (and are encouraged to take both)

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 203 (D1) PHIL 201 (D2)

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

## PHIL 202 (S) History of Modern European Philosophy

This course is a survey of 17th- and 18th-century European philosophy, with a focus on metaphysics and epistemology. Topics will include: What can we know through our senses? Can we know anything through reason alone? What is the mind? What is the body? What is the relationship between the mind and the body? What are space and time? Are we rationally justified in drawing causal inferences? Are we justified in believing in God? Authors will include: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

**Requirements/Evaluation:** Students will write 4-5 essays, of 5-6 pages each

**Prerequisites:** It is recommended that students have taken a 100-level Philosophy course, though not strictly required.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference will be given to majors, prospective majors, students who have taken a 100-level PHIL course, and first-years and sophomores.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)

**Distributions:** (D2)

Spring 2023

LEC Section: 01 MW 11:00 am - 12:15 pm Justin B. Shaddock

## PHIL 203 (F) Logic and Language (QFR)

Logic is the study of reasoning and argument. More particularly, it concerns itself with the difference between good and bad reasoning, between strong and weak arguments. We all examine the virtues and vices of good arguments in both informal and formal systems. The goals of this course are to improve the critical thinking of the students, to introduce them to sentential and predicate logic, to familiarize them with enough formal logic to enable them to read some of the great works of philosophy, which use formal logic (such as Wittgenstein's *Tractatus*), and to examine some of the connections between logic and philosophy.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a final, frequent homework and problem sets

**Prerequisites:** none

**Enrollment Limit:** 40/sect

**Enrollment Preferences:** Philosophy majors, seniors, juniors, sophomores, first-years in that order.

**Expected Class Size:** 40/sect

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The main part of the course is learning two formal languages of logic: sentential logic predicate logic

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

## PHIL 207 (S) Contemporary Philosophy of Mind

The philosophy of mind has been one of the most active areas of philosophical inquiry over the last century. Whether the mind can be fully understood within a scientific framework has taken on an exciting urgency. In this course we will investigate the the broad topics of consciousness and thought by surveying the many approaches to mind that yield the contemporary debates.

**Requirements/Evaluation:** weekly two page papers on focused topics and two 8- to 10-page papers

**Prerequisites:** at least one prior 100- or 200-level PHIL or COGS course

**Enrollment Limit:** 19

**Enrollment Preferences:** prospective Philosophy majors and Cognitive Science concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Joseph L. Cruz

### **PHIL 209 (S) Philosophy of Science**

**Cross-listings:** STS 209 PHIL 209

**Primary Cross-listing**

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive in a cumulative way. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science and argues that induction is the main scientific method. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and about proper approaches to the study of science, which came to be known as "the science wars."

**Class Format:** short lecture component in each class

**Requirements/Evaluation:** class attendance, preparedness and participation; two short assignments; three five pages long papers, the last of which will be the final paper, due a week after the end of classes

**Prerequisites:** one PHIL course, or two STS courses, or declared major in a natural science, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Philosophy majors and prospective majors, then Div III majors.

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 209 (D2) PHIL 209 (D2)

**Attributes:** COGS Related Courses PHIL Contemp Metaphysics + Epistemology Courses

**Not offered current academic year**

### **PHIL 211 (S) Ethics of Public Health (WS)**

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

**Requirements/Evaluation:** Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for

the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write five biweekly papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

### **PHIL 213 (F) Biomedical Ethics (WS)**

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

**Requirements/Evaluation:** bi-weekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2022

TUT Section: T1 TBA Julie A. Pedroni

### **PHIL 216 (S) Philosophy of Animals**

**Cross-listings:** ENVI 216 PHIL 216

**Primary Cross-listing**

Animals are and always have been part of human life. To name just a few ways: We treat animals as companions, as food, as objects of wonder in the wild, as resources to be harvested, as testing grounds for science, and as religious sacrifice. The abstract philosophical question before us is, *what are*

*animals such that they can be all these things?* In this course we aim to engage that abstract question through two more focused projects. Firstly, we will try to understand the mental lives of non-human animals. Secondly, we will try to make sense of the moral dimensions of our relationship to animals. Throughout we will aim to fuse a rigorous scientific perspective with more humanistic themes and philosophical inquiry. Topics include sentience, animal cognition, language in non-human animals, empathy and evolution, the history of domestication, animal rights, cross-cultural views on animals, arguments against and for vegetarianism and veganism, the morality of zoos, hunting and fishing, and pets and happiness.

**Requirements/Evaluation:** four 3-to-4 page papers and one 8-to-10 page final paper. In addition, students are required to attend remotely at least four talks in the speaker series associated with the course. These will be during the Friday course time slot. (When there is no speaker, there will not be class during that slot, so class itself will be solely on Mondays and Wednesdays.)

**Prerequisites:** none, though at least one course in philosophy is recommended.

**Enrollment Limit:** 16

**Enrollment Preferences:** students with at least one previous philosophy or cognitive science course; there is no need to email the professor in advance to indicate special interest in the course.

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 216 (D2) PHIL 216 (D2)

**Attributes:** COGS Interdepartmental Electives ENVI Humanities, Arts + Social Science Electives PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **PHIL 221 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

Secondary Cross-listing

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide

translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**PHIL 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

**Cross-listings:** PSYC 222 PHIL 222 COGS 222

**Secondary Cross-listing**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Requirements/Evaluation:** midterm and final exams, and weekly exercises

**Prerequisites:** PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

There is no need to contact the instructor to indicate special interest in the course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

Spring 2023

LEC Section: 01 Cancelled

**PHIL 224 (S) Marx, Nietzsche and Freud (WS)**

Each of the controversial and provocative figures whom we will read in this course have exerted a tremendous influence in our understandings of what it means to be a modern subject. Each questioned the emancipatory effect of reason and freedom as well as idealist accounts of moral progress in human history. Each identified the limits, whether historical or innate, of our human capacity to know ourselves and our world, and to live harmoniously with others. All three have had a profound influence on literature, social theory, and critical theories of the 20th and 21st centuries. In this tutorial, we will focus on questions concerning their distinctive methods, namely, historical materialism, genealogical critique, and psychoanalysis. We examine key concepts such as: capitalism, alienation, false consciousness, the death of God, nihilism, the unconscious, ego, id, superego, and the death drive.

**Class Format:** We may devote one week of the semester to roundtable discussions.

**Requirements/Evaluation:** Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

**Prerequisites:** One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical theories

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students write five or six 5-7 page tutorial papers. They each receive regular written and oral feedback to improve their ability to present clear and effective written arguments and interpretations.

**Attributes:** PHIL History Courses

Not offered current academic year

### **PHIL 225 (S) Existentialism**

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Simone de Beauvoir, and other Existentialist thinkers of the students' choosing. One of our guiding questions will be: What makes a thinker an "Existentialist"? The answer is not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answer invokes our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate deeply irrational phenomena of human life, including anxiety, boredom, tragedy, despair, death, faith, sexuality, love, hate, sadism, masochism, and authenticity. And, Existentialists express their thought in philosophical treatises as often as in literary works. In this course we will seek to comprehend the dimensions in which Existentialism is a distinctive intellectual tradition.

**Class Format:** Students will meet in pairs or trios with the instructor for 60 minutes each week.

**Requirements/Evaluation:** Students will take turns as the lead writer one week, and the respondent the next. The week's lead writer will write a 5- to 6-page essay on the assigned reading, due 36 hours before the meeting. The week's respondent will write a 2-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion. Students will be evaluated cumulatively on their essays and contributions to discussion.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** preference to Philosophy majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHIL History Courses

Not offered current academic year

### **PHIL 228 (F) Feminist Bioethics (WS)**

**Cross-listings:** PHIL 228 STS 228 WGSS 228

Primary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper ( 5-7 and 7-10 pages, respectively); and one oral presentation

**Prerequisites:** none, although previous coursework in WGSS is desirable

**Enrollment Limit:** 19

**Enrollment Preferences:** prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course

to satisfy major or concentration requirements

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

**Writing Skills Notes:** Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

### **PHIL 231 (F) Ancient Political Thought**

**Cross-listings:** PHIL 231 PSCI 231

Secondary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

**Class Format:** discussion

**Requirements/Evaluation:** three 7- to 8-page papers

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 231 (D2) PSCI 231 (D2)

**Attributes:** PSCI Political Theory Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Nimu Njoya

### **PHIL 232 (F) Modern Political Thought**

**Cross-listings:** PHIL 232 PSCI 232

Secondary Cross-listing

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are

the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Requirements/Evaluation:** three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings

**Prerequisites:** none; open to all

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Theory concentrators, then Political Science majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 232 (D2) PSCI 232 (D2)

**Attributes:** PSCI Political Theory Courses

Not offered current academic year

### **PHIL 235 (S) Morality and Partiality: Loyalty, Friendship, Patriotism (WS)**

The aim of this tutorial is to critically examine the nature, importance, and ethical value of personal attachments and loyalties. Loyalty is frequently expected by family, friends and lovers, and demanded by institutions, religious, political and ethnic communities, as well as by the state. A person incapable of loyalty is often characterized as fickle, cold, self-serving and sometimes even pathological. However, the status of loyalty as a virtue has always been suspect: it has been argued that it is incompatible with impartiality, fairness and equality, and claimed that it is always exclusionary. So, some relationships with other people--such as friendships, familial ties, love, patriotism--seem to be ethically desirable, central to the quality of our lives, and yet prima facie in tension with the widely held belief that morality requires impartiality and equal treatment of all human beings. Are we ever justified in having more concern, and doing more, for our friends, family, community or nation? Does morality require that we always subordinate our personal relationships to universal principles? Is patriotism incompatible with cosmopolitanism, and if so, which of the two should we value? If loyalty is a virtue, what are the proper limits of its cultivation and expression?

**Class Format:** tutorial pairs will meet with the instructor for one hour a week, and on their own for another hour.

**Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

**Prerequisites:** none; open to first year students

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will get regular and detailed feedback on their writing skills, from word choice and sentence structure to overall structure of the paper.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **PHIL 236 (F) Contemporary Ethical Theory (WS)**

This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual's life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.

**Requirements/Evaluation:** Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).

**Prerequisites:** at least one PHIL course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Current and prospective philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **PHIL 239 (S) The Ethics of Artificial Intelligence**

**Cross-listings:** STS 239 PHIL 239

Primary Cross-listing

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses-not to mention decades of apocalyptic science fiction-have urged that that future is nothing short of an existential threat to human beings. Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

**Class Format:** mixture of lectures and discussion

**Requirements/Evaluation:** four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** CSCI or PHIL majors or STS or COGS concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 239 (D2) PHIL 239 (D2)

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **PHIL 240 (F) Philosophy of Education**

**Cross-listings:** PHIL 240 INTR 240

Primary Cross-listing

Why are you here? What do you expect to learn? How do you expect to learn? The College Mission Statement says that "Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character." How have you already been taught the academic and civic virtues? Where have you been taught them? In school? On the sports field? At home? How did you develop your character? This first-year seminar will examine the philosophy of education through educational autobiographies: works that tell the story of a moral and intellectual education. Each book was chosen by and will be introduced by a professor from a different department, and then Professor of Philosophy Steve Gerrard will continue the discussion.

**Requirements/Evaluation:** several short papers

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** only first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 240 (D2) INTR 240 (D2)

Not offered current academic year

### **PHIL 241 (S) Contemporary Metaphysics**

Our focus in this class is going to be on the nature of causation. We make causal judgments constantly in our everyday lives and in scientific contexts. It turns out, however, to be surprisingly difficult to say what causation is. We will begin the course by looking at Hume's and Kant's discussion of causation. We will then turn to a variety of more recent attempts to give a clear characterization of causation. In addition to examining general accounts of causation, we will examine particular problems that come up in thinking about mental causation and causation in indeterministic contexts.

**Requirements/Evaluation:** one 10 page midterm paper and one 15 page final paper which will involve draft and revision, possible short response papers, and active participation in seminar

**Prerequisites:** one PHIL course; familiarity with formal logic helpful but not required; or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Philosophy Majors

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Keith E. McPartland

### **PHIL 243 (F) The Philosophy of Higher Education: College Controversies (WS)**

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates about the curriculum. We will then turn to contemporary controversies such as campus free speech. Assigned works will include Booker T. Washington, *Industrial Education*, W.E.B. Dubois, *The Talented Tenth*, Frederick Rudolph, *Williams College 1793-1993: Three Eras, Three Cultures*, Michael S. Roth, *Beyond the University: Why Liberal Education Matters*, Allan Bloom, *The Closing of the American Mind*, Martha Nussbaum, *Cultivating Humanity*, William Deresiewicz, *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life*, Greg Lukianoff and Jonathan Haidt, *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure*, and Anthony T. Kronman, *The Assault on American Excellence*.

**Class Format:** This course is a tutorial. Students will meet in pairs with the instructor one hour per week.

**Requirements/Evaluation:** A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **PHIL 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

### **PHIL 245 (S) Mind and Persons in Indian Thought**

**Cross-listings:** PHIL 245 ASIA 244 REL 244

Secondary Cross-listing

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged

philosophers in both traditions.

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and participation, three short essays (6 pages each)

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** selection based on the basis of relevant background

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 245 (D2) ASIA 244 (D2) REL 244 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

### **PHIL 250 (S) Philosophy of Economics (WS)**

The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, "If you're so smart, why ain't you rich?" Some critics find predictive failures of economists unsurprising, given the frequent reliance of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

**Requirements/Evaluation:** six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and potential majors, then Economics majors and potential majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **PHIL 251 (S) Offensive Art**

Twenty-four centuries ago Plato argued for censorship of art. In the last century New York City mayor Rudy Giuliani attempted to shut down the Brooklyn Museum "Sensations" exhibit because he claimed it offended Christians, and the Cincinnati Contemporary Arts Center was prosecuted for exhibiting allegedly obscene photographs by Robert Mapplethorpe. Just today (15 February 2022) *The New York Times* removed some solutions from their recently purchased game *Wordle*, saying that words such as "pussy", "slave", and "wench" are "offensive or insensitive". At Williams College a mural was removed from The Log and Herman Rosse's painting "Carnival of Life" was removed from the '62 Center. What should be done about offensive art? What is offensive art? Does it matter who is offended? Does offensive art harm? Is there a difference between being offended and being harmed? Is there a difference between cultural appropriation and cultural appreciation? What are the responsibilities of museum curators and theater producers when presenting art that might offend? Who gets to decide the answer to these questions; indeed, who gets to decide what questions to ask? We will attempt answers by studying classical works (such as Plato's *Republic* and John Stuart Mill's *On Liberty*), contemporary articles, and

works of art in various media. *Trigger Warning:* all the works of art studied in this class will be chosen partly because they have offended a significant number of people. You are very likely to be offended by some of the art we discuss. This will be the only trigger warning for the class; if you don't want to be offended then this course is not for you.

**Requirements/Evaluation:** several short responses (including op-eds on current controversies) and longer final projects (a 12- to 15-page paper or equivalent work in other media)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** seniors, juniors, then sophomores in that order

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** potential additional material costs up to \$50 if individual students opt for final projects in other media

**Distributions:** (D2)

**Attributes:** PHIL Contemporary Value Theory Courses

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Steven B. Gerrard

### **PHIL 272 (S) Free Will and Responsibility (WS)**

**Cross-listings:** PHIL 272 JLST 272

#### **Primary Cross-listing**

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

**Requirements/Evaluation:** Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

**Prerequisites:** one PHIL course

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 272 (D2) JLST 272 (D2)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

**Not offered current academic year**

### **PHIL 281 (S) Philosophy of Religion (WS)**

**Cross-listings:** PHIL 281 REL 302

#### **Primary Cross-listing**

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations.

Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

**Class Format:** students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

**Requirements/Evaluation:** five 5-page papers and five 2-page papers

**Prerequisites:** one PHIL course

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 281 (D2) REL 302 (D2)

**Writing Skills Notes:** Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** PHIL History Courses

Not offered current academic year

### **PHIL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration**

**Cross-listings:** REL 288 PHIL 288

Secondary Cross-listing

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

**Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

**Prerequisites:** any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion and Philosophy majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** there is no need to email the professor in advance to indicate interest in the course

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 288 (D2) PHIL 288 (D2)

**Attributes:** COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Georges B. Dreyfus, Joseph L. Cruz

### **PHIL 306 (S) The Good Life in Greek and Roman Ethics**

**Cross-listings:** CLAS 306 PHIL 306

**Primary Cross-listing**

Most thoughtful human beings spend a good deal of time musing about how we ought to live and about what counts as a good life for a human being. The philosophers of ancient Greece and Rome were among the first thinkers to develop rigorous arguments in response to such musings. Much of the moral philosophy produced in Greece and Rome remains as relevant today as when it was written. In this course, we will examine some central texts in ancient Greek and Roman moral philosophy. We will begin by reading some of Plato's early dialogues and his *Republic*. We will then turn to Aristotle's *Nicomachean Ethics*. We will then examine writings in the Stoic and Epicurean traditions, as well as Cicero's *On the Ends of Good and Evil*. As we proceed through the course, we will look at the way in which each thinker characterizes happiness, virtue and the relation between the two. We will also pay close attention to the way in which each of these thinkers takes the practice of philosophy to play a key role in our realization of the good human life.

**Requirements/Evaluation:** several short response pieces; a final paper of 10-15 pages; active participation in seminar discussion

**Prerequisites:** Phil 201 will be helpful but is not necessary.

**Enrollment Limit:** 15

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 306 (D1) PHIL 306 (D2)

**Attributes:** PHIL History Courses

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Keith E. McPartland

### **PHIL 307 (F) Augustine's Confessions**

**Cross-listings:** CLAS 307 PHIL 307 REL 303

**Primary Cross-listing**

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the *Confessions*. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the *Confessions* (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

**Class Format:** Class meetings will consist primarily in student presentations and open, directed discussion of assigned readings.

**Requirements/Evaluation:** Regular reading assignments from the *Confessions* and related secondary literature. Weekly participation in online discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near and the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced students in Philosophy, Religion and/or Classics

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 307 (D1) PHIL 307 (D2) REL 303 (D2)

**Attributes:** PHIL History Courses

Not offered current academic year

### **PHIL 310 (F) Wittgenstein's Later Philosophy (WS)**

Ludwig Wittgenstein (1889-1951) is probably the greatest philosopher of the 20th century. His later work, best known through posthumously published *Philosophical Investigations*, continues to influence contemporary thinking about language, mind, action, knowledge, ethics, religion, aesthetics, culture, and of course, philosophy itself. Understanding later Wittgenstein is thus vital for engaging in contemporary philosophy, but neither the interpretation nor the evaluation of his thought is straightforward or easy. Later Wittgenstein is a controversial, polarizing figure; but serious reading of his work is invariably intellectually enriching and fertile. This tutorial aims to provide students with the skills necessary for careful, serious and thorough reading of Wittgenstein's later philosophy. In the first part of the course, we will read Wittgenstein's *Philosophical Investigations*, one of the greatest books ever written. In the second part of the course, we will read *On Certainty*, and selections from other of Wittgenstein's posthumously published works: *Zettel*, *Philosophical Grammar*, *Remarks on the Philosophy of Psychology, Culture and Value*, *Lectures and Conversations on Aesthetics, Psychology and Religious Belief*, and *The Big Typescript*. Throughout the course, we will consult and discuss the important secondary literature on Wittgenstein, and analyze different philosophical presuppositions and goals that motivate particular readings. The central topics of the course will be: meaning, rule following, human languages; private experiences and other minds; intention and action; knowledge and skepticism; and especially, the methods and nature of philosophy.

**Requirements/Evaluation:** tutorial attendance and participation; bi-weekly tutorial papers, each about 5 pages long (totaling 6 per student); bi-weekly oral responses to the paper of the tutorial partner

**Prerequisites:** two Philosophy courses

**Enrollment Limit:** 10

**Enrollment Preferences:** preference will be given to students who already took a course on Wittgenstein, for example, PHIL 309

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write two short (about 800 words) seminar papers; five 5-7 pages long papers; five 2-3 pages long comments on their tutorial partner's papers; and a final paper (also 5-7 pages long) which will be a revision of one of the previously written papers. Students will get regular feedback from their tutorial partner and from the instructor on the substance of their work as well as on their oral and writing skills, with suggestions for improvement.

**Attributes:** Linguistics PHIL History Courses

Not offered current academic year

### **PHIL 312 (S) Philosophical Implications of Modern Physics (QFR)**

**Cross-listings:** STS 312 PHYS 312 PHIL 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 312 (D2) PHYS 312 (D3) PHIL 312 (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **PHIL 315 (S) Kant's Critique of Pure Reason**

Kant's *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the *Critique* with the help of some secondary literature.

**Requirements/Evaluation:** Student will be required to write three 8-10 page papers.

**Prerequisites:** PHIL 202

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHIL History Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Justin B. Shaddock

### **PHIL 319 (F) Topics in Philosophy of Race: Hegel and Africana Philosophy (DPE)**

**Cross-listings:** AFR 327 PHIL 319

Primary Cross-listing

How are individual and social subjects formed, and how do they connect to questions of race? What is the nature of consciousness and how can it be unhappy, false or double? What do we mean when we talk about racial capitalism? This course introduces philosophy students to these and related questions through a parallel reading that brings together 19th century German philosopher Hegel and a tradition of Africana philosophy running through Douglas, Du Bois, Fanon, Gilroy, Hartman and Wynter. While Hegel studies tends to occur in isolation from philosophers in the Africana tradition, many of the above explicitly refer to and take up questions in Hegel. This course argues that by reference to the historically specific modes of subjectivity and sociality that resulted from the Transatlantic Slave Trade and the Haitian Revolution, for instance, we can better understand and address long-standing questions in European Social Philosophy. Topics to be considered include the nature of freedom (both individual and social), the master/slave dialectic and subject constitution, self-consciousness and double consciousness, the stages of history, and racial capitalism

**Requirements/Evaluation:** Progressive writing assignments including 4 exegetical commentaries, one 5 page paper and one 10-12 page final paper.

**Prerequisites:** One prior 100 level philosophy course or permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to philosophy majors and Africana studies concentrators.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 327 (D2) PHIL 319 (D2)

**Difference, Power, and Equity Notes:** Course material involves self-conscious and critical engagement with the history of racial subject formation as well as Africana philosophy, and thinking about how power's distribution connects to questions of race.

**Attributes:** PHIL History Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Shivani Radhakrishnan

**PHIL 320 (F) Topics in Critical Theory: Subjection, Power, Freedom (DPE) (WS)**

Any critical theory presupposes an account how both individual and social subjects come into being. Some critical theorists within the Frankfurt School tradition draw from upon ideas about the constitution of the subject developed in the early 19th century German philosophy of Hegel. According to Hegel, subjects are both historically and socially constituted; they are formed through their relations with other subjects. Hence, being with others, being dependent on others, is regarded as a key structuring feature of human existence. By the early 20th century, in the works of Freud, we encounter the idea of the intra-psychic features of subjects and the importance of understanding and regulating psychic forces both within and between subjects in order to adapt to the demands of living at any given time, born as we are both dependent upon and vulnerable to others. This raises the question whether a more complete account of the emergence of subjects must address both psychic, historical and social dimensions of subjectivity, the ways in which they are intertwined, and their importance for not only psychological well-being, but also relatively well-regulated socio-political relations. In this course we take up questions such as the following: What sorts of subjects do we find in modern Western societies? What are the forces, and the dynamics between forces (i.e., economic, technological, modes of communication, techniques of social control, biological, psychological) that make certain types of subjects possible influencing both their self-understandings and their forms of life? What role do emotional, irrational or unconscious forces play? To what extent do these myriad force relations limit, enable, or deform our participation as political citizens, and our capacity to transform and improve them? In our attempts to make headway in answering such daunting questions, we investigate recent debates in critical theory concerning subjection and resistance, intersubjective recognition and redistribution, social pathologies and the idea of a political unconscious. Readings will be drawn from recent work in the Frankfurt School and poststructuralist traditions of critical theory as well as anti-racist, anti-colonial, feminist and queer theories that draw upon them.

**Class Format:** We will schedule at least one seminar meeting during the semester. I will consult with students about the best time for this meeting.

**Requirements/Evaluation:** Evaluation will be based on written work (five 6-7 page papers, and five 2-3 page commentaries on your partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Demonstrated background in history of modern philosophy (PHIL 202), modern political theory, or critical and social theories.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to philosophy majors and prospective majors and students with demonstrated interest and background in critical or social theories.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will write five of 5-7 pages in length, one of which they will revise and submit at the end of the term. We will also meet in seminar once or twice during the semester. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback on both the content and form of their papers and contributions in meetings.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. In addition, the course will contain readings that address race, class, gender and the legacy of colonialism.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

**PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

Primary Cross-listing

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature,

white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**PHIL 326 (S) Foucault Now** (DPE) (WS)

**Cross-listings:** WGSS 336 PHIL 326

**Primary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

### **PHIL 328 (S) Kant's Ethics**

Although Kant initially planned for his magnum opus to comprise theoretical and practical chapters, his metaphysics and epistemology take up all of his *Critique of Pure Reason* while his ethics is spread out over a series of works--*Groundwork of the Metaphysics of Morals*, *Critique of Practical Reason*, *Religion within the Boundaries of Mere Reason*, and *The Metaphysics of Morals*. These latter writings of Kant's had a tremendous influence on the development of subsequent moral philosophy and indeed set the stage for contemporary discussions of the nature of practical reason, motivation, freedom, and morality. Our seminar will have two aims: (1) to reconstruct the single most compelling moral theory from Kant's various ethical writings, and (2) to trace the influence of Kant's ethics in contemporary philosophy.

**Requirements/Evaluation:** weekly seminar discussion questions; 8-10-page midterm paper; 12-14-page final paper

**Prerequisites:** two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructors

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHIL History Courses

Not offered current academic year

### **PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)**

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read *The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics* by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

**Requirements/Evaluation:** Tutorial papers and rewrites

**Prerequisites:** At least three PHIL courses, including at least one in moral philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, seniors, juniors in that order

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

**Difference, Power, and Equity Notes:** Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

**Attributes:** PHIL Contemporary Value Theory Courses

Fall 2022

TUT Section: T1 TBA Steven B. Gerrard

**PHIL 330 (S) Plato (WS)**

**Cross-listings:** PHIL 330 CLAS 330

**Primary Cross-listing**

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

**Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

**Prerequisites:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

**Enrollment Limit:** 15

**Enrollment Preferences:** upper-level Philosophy and Classics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 330 (D2) CLAS 330 (D1)

**Writing Skills Notes:** Instructor will provide regular commentary on papers.

**Attributes:** PHIL History Courses

Spring 2023

LEC Section: 01 Cancelled

**PHIL 332 (S) Aristotle's Metaphysics**

**Cross-listings:** CLAS 332 PHIL 332

**Primary Cross-listing**

In this course we will study Aristotle's *Metaphysics* concentrating on books *gamma-theta*. Aristotle sets out to study being *qua* being, or what is insofar as it is. The thoughts that Aristotle expresses in these books were instrumental in setting an intellectual agenda that dominated western thought through the Middle Ages and provided the backdrop against which the modern philosophical tradition arose. Furthermore, many of the issues that Aristotle takes up in these books remain of central importance in contemporary philosophy. Our main goal in this course is to work our way through Aristotle's text which can be extremely daunting, and to reconstruct his central positions and his arguments for these positions. We will also read selections from the vast secondary literature on Aristotle's *Metaphysics*.

**Requirements/Evaluation:** discussion leadership, weekly short papers, term paper

**Prerequisites:** PHIL 201, CLAS 203

**Enrollment Limit:** 12

**Enrollment Preferences:** Philosophy and Classics majors

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 332 (D1) PHIL 332 (D2)

**Attributes:** PHIL History Courses

Not offered current academic year

### **PHIL 335 (S) Contemporary Metaethics**

We speak as if moral judgments can be true or false, warranted or unwarranted. But how should objectivity in this domain be understood? Is moral objectivity like scientific objectivity, assuming that we have a clear sense of what that involves? If not, should this concern us? What are other models for understanding moral objectivity? While answers to such questions are implicit in historically important accounts of morality, these issues became the topic of explicit, sustained debate in the twentieth and twenty-first century. Our focus will be on recent influential work in this area. We will examine several different approaches in depth, including realism, constructivism, expressivism, and skepticism.

**Class Format:** seminar

**Requirements/Evaluation:** weekly seminar discussion questions; 8-10-page midterm paper; 12-14-page final paper

**Prerequisites:** two courses in PHIL (including a 100-level PHIL course; PHIL 201 or 202 recommended); or permission from the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective Philosophy majors

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHIL Contemporary Value Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Melissa J. Barry

### **PHIL 336 (F) Political Liberalism and its Critics (WS)**

Political liberalism has been both celebrated and lamented. The philosopher John Rawls is widely credited with reviving liberalism in the late 20th century and providing its most persuasive defense. In this tutorial, we'll read portions of Rawls' major works, *A Theory of Justice* and *Political Liberalism*, and trace how his theory evolved in response to an array of critics, including libertarians, perfectionists, communitarians, feminist philosophers, and critical race theorists. Among other things, these critics challenged Rawls' interpretation and defense of the social contract framework, the ideals of freedom and equality, the content of principles of justice, political neutrality about the good, the nature of the self, the division between public and private spheres, and the distinction between ideal and non-ideal theory. We'll examine these criticisms in depth. If time permits, we'll also look briefly at some recent post-Rawlsian debates about the nature of distributive justice (e.g., luck vs. relational egalitarianism, or global justice).

**Class Format:** This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length)

**Prerequisites:** Two PHIL courses (including a PHIL 100-level course), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Current and prospective philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating

weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **PHIL 337 (F) Justice in Health Care (WS)**

Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we'll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in low resource settings.

**Requirements/Evaluation:** biweekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

### **PHIL 338 (S) Intermediate Logic (QFR)**

**Cross-listings:** MATH 338 PHIL 338

Primary Cross-listing

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D2) PHIL 338 (D2)

**Quantative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 Cancelled

**PHIL 341 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 INTR 341 PSCI 373 PHIL 341

**Secondary Cross-listing**

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Requirements/Evaluation:** Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

**Not offered current academic year**

**PHIL 343 (S) What Philosophy Is: It's Methods, Aims and Values (WS)**

Put simply, metaphilosophy is reflection on the nature of philosophy: Can it be defined? How is it different from science? What are its distinct methods? Does philosophy yield knowledge? What role does the history of philosophy play in the discipline? Why read the history of philosophy? Unsurprisingly, philosophers have proffered a variety of answers to these questions, prompting one philosopher to remark, half-jokingly, that "there are as many definitions of philosophy as there are philosophers." Thus, Plato described the philosopher as "the one who beholds all Time and all Being." Wilfrid Sellars regarded as uncontroversial the view that it is "an attempt to see how things, in the broadest possible sense of the term, hang together in the broadest possible sense of the term." Critical theorists regard philosophy as social and ideology critique. Some understand its aim to be to answer normative questions about the nature of truth, justice, goodness and rationality. Finally, there are those who do not think philosophy can contribute much at all to answering such questions and others who question its claims to universality given its associations with colonialism, racism, sexism, etc. In this tutorial we will read philosophical texts from a range of approaches in professional philosophy since the early 20th Century (Analytic, Pragmatist, Continental or European, and Public). Some of them explicitly engage meta-philosophical debates; others exemplify particular philosophical styles and methods. Our aim is to enrich our understanding of the discipline in order to evaluate its value and limitations.

**Requirements/Evaluation:** Evaluation will be based on the written work as well as the level of preparation and intellectual engagement in tutorial

meetings. The professor will provide detailed comments on the first two papers, and all students have the option meeting with the professor after midterms to discuss strengths and areas they plan to work on in their final two papers.

**Prerequisites:** Two or three philosophy courses, or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to majors and students who have had at least two, ideally three courses in philosophy.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** This is a tutorial. Students will write five 6-page papers and 2-3 page commentaries on alternate weeks. The instructor and the tutorial partner will comment extensively on each paper both orally and in writing. The aim of each tutorial meeting is enable the writer to imagine possible revisions.

**Attributes:** PHIL History Courses

Not offered current academic year

### PHIL 350 (S) Emotions

Philosophy is often described as *thinking about thinking*: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper 'geography'--classification and analysis--of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person's action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach--if a single one can be privileged--we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

**Requirements/Evaluation:** Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

**Prerequisites:** two philosophy courses.

**Enrollment Limit:** 10

**Enrollment Preferences:** philosophy majors and prospective majors, then psychology majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### PHIL 358 (S) Reasoning and Inference: The Philosophy of Logic (WS)

This is a course in the philosophy of logic. What, you may ask, is the philosophy of logic? In a logic class, we think about how to represent ordinary language and thinking within formal systems and how to prove various things within these systems. In a *philosophy of logic* class, we think about what we are doing when we do logic. An example might be helpful. You are psyched to be reading this course description right now. At least, let's assume that you are for the sake of argument. A number of things *follow from* this happy assumption. Here are a few: (i) You are psyched. (ii) You are reading. (iii) You exist. (iv) It is possible that you are reading. (v) Either you are reading or you are a fish. In the first part of this course, we are going to focus on what this *following-from* business amounts to, and ask whether there is a special sense of *following-from* that characterizes logic? We will also try to get more precise in our understanding of some of the key concepts in logic, such as contradiction, consistency, logical consequence, syntax and semantics. In the second part of the course, we will turn to the fundamental questions concerning the status and structure of logic. Logic is sometimes called the study of reason. But, is logic the study of how people *do* reason, or is it the study of how people *should* reason? Against the first, people often don't seem to reason very well. On the other hand, if logic is about how we should reason, what makes it the case that we should reason one way rather than another? What makes a theorem of logic true? For that matter, what are logical theorems even about? Should we revise logic in light

of empirical discoveries in, for example, physics or psychology? If so, what are the constraints on good revisions? Logicians and mathematicians have done a good deal of work developing extensions of and alternatives to classical logic. Some philosophers have wondered, however, whether the notion of an alternative logic is even coherent. We will end the course with a discussion of some of these alternatives. Among the authors we will read are: Aristotle, Frege, Russell, Quine, Kripke, Putnam, Field and Fine.

**Class Format:** There are likely to be video presentations of formal material. There may also be help sessions for problem sets.

**Requirements/Evaluation:** Students will write five tutorial papers and five response papers. In addition, they will revise one of these papers in light of comments from their partner and the instructor. Finally, there may be some problem sets to solidify understanding of formal material.

**Prerequisites:** Although not strictly necessary, a prior course in logic or discrete mathematics will be very helpful. In any case, some comfort with formal reasoning will be assumed as we will be going through an accelerated presentation of logical systems.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors. Students with a background and interest in formal reasoning.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write 5 tutorial papers and 5 responses. The instructor and the respondent will attend both to the content and to the writing quality of the tutorial papers. Finally students will substantially revise one of their tutorial papers in consultation with the instructor.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **PHIL 360 (F) The Political Thought of Frantz Fanon (WS)**

**Cross-listings:** PSCI 370 PHIL 360 AFR 360 LEAD 360

Secondary Cross-listing

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Requirements/Evaluation:** attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 370 (D2) PHIL 360 (D2) AFR 360 (D2) LEAD 360 (D2)

**Writing Skills Notes:** Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### **PHIL 364 (S) Mental Health and Illness: Philosophical Considerations**

**Cross-listings:** STS 364 PHIL 364

### Primary Cross-listing

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

**Requirements/Evaluation:** several writing assignments, evenly spaced throughout the semester

**Prerequisites:** two philosophy courses; or one philosophy and one STS course; or consent of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 364 (D2) PHIL 364 (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### PHIL 379 (S) American Pragmatism

**Cross-listings:** PHIL 379 AMST 379

#### Primary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

**Requirements/Evaluation:** final paper, several short assignments

**Prerequisites:** at least two PHIL courses

**Enrollment Limit:** 25

**Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 379 (D2) AMST 379 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

### PHIL 390 (S) Discourse Dynamics (WS)

**Cross-listings:** COGS 390 PHIL 390

## Secondary Cross-listing

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

**Requirements/Evaluation:** Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

**Prerequisites:** At least one philosophy or cognitive science course (any level), or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 390 (D2) PHIL 390 (D2)

**Writing Skills Notes:** There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

## PHIL 401 (F) Senior Seminar: Philosophy of Freedom

In this course we will examine the concept of freedom from three points of view. First, we will trace the emergence and development of the concept of freedom in various historical traditions. Second, we will engage in some current philosophical debates concerning the concept of freedom in metaphysics, ethics, and political philosophy. Finally, we will consider how the concept of freedom is applied in contemporary social contexts, such as speech, religion, voting, and sexuality and gender.

**Requirements/Evaluation:** Weekly short response papers; Class presentation; Final paper.

**Prerequisites:** Limited to senior philosophy majors.

**Enrollment Limit:** 25

**Enrollment Preferences:** The seminar is required of all senior philosophy majors, and limited to them.

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Justin B. Shaddock

SEM Section: 02 W 7:00 pm - 9:40 pm Justin B. Shaddock

**PHIL 491 (F) Senior Essay: Philosophy**

This course involves Independent Study under the supervision of a member of the department. The objective is the presentation and writing of a senior essay (maximum 40 pages).

**Requirements/Evaluation:** Not applicable

**Prerequisites:** Not applicable

**Enrollment Preferences:** Not applicable

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Joseph L. Cruz

**PHIL 493 (F) Senior Thesis: Philosophy**

This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Joseph L. Cruz

**PHIL 494 (S) Senior Thesis: Philosophy**

This course involves independent study under the supervision of a member of the department. The objective is the preparation and writing of a senior thesis (maximum 75 pages). This is part of a full-year thesis (493-494).

**Requirements/Evaluation:** Not applicable

**Prerequisites:** Not applicable

**Enrollment Preferences:** Not applicable

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Joseph L. Cruz

**PHIL 497 (F) Independent Study: Philosophy**

Philosophy independent study.

**Requirements/Evaluation:** not applicable

**Prerequisites:** not applicable

**Enrollment Preferences:** not applicable

**Expected Class Size:** 0

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Joseph L. Cruz

**PHIL 498 (S) Independent Study: Philosophy**

Philosophy independent study.

**Requirements/Evaluation:** Not applicable

**Prerequisites:** Not applicable

**Enrollment Preferences:** Not applicable

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Joseph L. Cruz

**Winter Study -----**

**PHIL 12 (W) Yoga: Cultivating a Practice for Life**

"Yoga: Cultivating a Practice" will examine what the practice of Yoga is, and how it can serve as a foundation, guide, and inspiration for living, particularly in the face of personal or societal challenges. Alongside the daily physical practice of "asana" (yoga poses), the class will investigate the philosophical and ethical teachings of Yoga's ancient text, the Yoga Sutras of Patañjali. Students will learn a number of basic yoga poses and breathing techniques in 1.5-hour classes that will meet 5 days a week. Class time will include about 15 minutes of discussion, followed by a taught asana practice. Students will read and discuss portions of the Yoga Sutras, the Bhagavad Gita, and contemporary texts analyzing Yoga in society. Assignments may also include pre-recorded talks from contemporary Yoga philosophers. This course explores the roots of Yoga as an embodied practice of moral philosophy, and introduces students to Yoga's potential for individual and collective transformation. This learning is primarily experiential, and students are requested not to miss class sessions. Students will be expected to practice on their own outside of class, to journal, and to participate in class discussions of the readings. Students will submit weekly written assignments in response to prompts relating to class material and a longer final paper.

**Requirements/Evaluation:** Class participation, plus weekly short papers and final 5-page paper.

**Prerequisites:** No previous yoga experience required. Special permission required for students with significant injuries or broken bones, as the format may not allow me to accommodate their needs.

**Enrollment Limit:** 14

**Enrollment Preferences:** I will invite students to an orientation session in order to assess their interest and motivation for the class. From this, I will select participants with a goal of creating a broadly diverse group that can support and enrich each other's experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Anne O'Connor '86 has practiced Yoga since the late 1990s and became a Certified Iyengar Yoga Teacher (CIYT) in 2016. A Williamstown native, she lived in France and Germany for almost 20 years, working as a freelance translator and editor.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Anne C. O'Connor

**PHIL 13 (W) Ethics Bowl: Case-Based Reasoning in Ethics**

This winter study course is inspired by the Intercollegiate Ethics Bowl (IEB®). IEB is a nationwide ethics competition in which teams of undergraduate students cooperatively develop, present, and respond to analyses of a set of 15 morally complex case scenarios from a wide range of personal, professional, or public policy domains. In the national program, all teams receive the cases in advance of the competition, but they are not told what ethical questions about the cases they will be asked to address during the tournament. Thus, teams must work through all facets of the cases in order to be prepared for whatever the moderator and judges may ask. The competition proceeds like a debate tournament, but with a difference: teams need not take a position opposing that of their competitors. They may disagree or concur; either way, they must provide an assessment of their opponents' arguments and justification for their own conclusions. The emphasis in presentations is on substantive ethical argumentation, not on rhetoric or

presentation style, and the positions presented typically represent a consensus among all the team members who have contributed to the preparations and analysis. The course will begin with a brief introduction to reasoning in practical (as opposed to theoretical) ethics and case analysis. Thereafter, students will work through this year's IEB cases, culminating in at least one public "scrimmage," which may include teams from other colleges in the NE region. Each class member will collaborate in analyzing all of the cases in-depth, but will take primary responsibility for at least two cases. We will meet together in the classroom for 6 hours per week, and students will be expected to meet in small groups outside of class hours and to work individually to prepare their cases. The discussion sessions will be intensive, but very much student-driven, with the instructor acting as a coach.

**Requirements/Evaluation:** Short paper and final project or presentation. Final paper (5-7 pp) analyzing an Ethics Bowl case of the student's choice, and participation in the public scrimmage.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** None. If the course overenrolls, a random process will be used to select students.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 M-F 1:00 pm - 3:50 pm Julie A. Pedroni

### **PHIL 30 (W) Senior Essay: Philosophy**

Philosophy senior essay.

**Class Format:** senior essay

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Joseph L. Cruz

### **PHIL 31 (W) Senior Thesis or Essay: Philosophy**

To be taken by students registered for Philosophy 491 or 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Joseph L. Cruz

### **PHIL 99 (W) Independent Study: Philosophy**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Joseph L. Cruz

## **PHYSICAL EDUCATION, ATHLETICS, AND RECREATION**

### **Chair and Director: Lisa Melendy**

- Tomas Adalsteinsson, Assistant Professor of Physical Education and Head Women's Golf Coach
- Kevin M. App, Assistant Professor of Physical Education and Head Men's Basketball Coach
- Alix H. Barrale, Assistant Professor of Physical Education and Head Field Hockey Coach
- Bill Barrale, Assistant Professor of Physical Education, Head Baseball Coach
- Ethan M. Barron, Assistant Professor of Physical Education, Head Men's Track & Field Coach
- Anik A. Cepeda, Assistant Professor of Physical Education and Head Coach of Women's Tennis
- Marshall Creighton, Lecturer in Physical Education and Assistant Strength & Conditioning Coach
- Pete Farwell, Assistant Professor of Physical Education, Head Cross Country Coach, and Assistant Coach Men's and Women's Track
- Meghan K. Gillis, Assistant Professor of Physical Education and Head Coach of Women's Ice Hockey
- Daniel R. Greenberg, Assistant Professor of Physical Education and Head Coach of Men's Tennis
- Brandon Gruver, Visiting Instructor in Physical Education
- Kris Herman, Assistant Professor of Physical Education, Head Softball Coach
- Josh D. Hillman, Lecturer in Physical Education and Head Men's Golf Coach
- Nate D. Hoey, Assistant Professor of Physical Education, Head Women's Track & Field Coach
- Scott D. Honecker, Assistant Professor of Physical Education and Head Coach of Wrestling
- William Kangas, Assistant Professor of Physical Education and Head Men's Ice Hockey Coach
- Christi L. Kelsey, Assistant Professor of Physical Education and Head Women's Volleyball Coach
- Steven Kuster, Assistant Professor of Physical Education and Head Swim Coach
- Alice Lee, Assistant Professor of Physical Education and Head Women's Lacrosse Coach
- Zafi Levy, Assistant Professor of Physical Education and Head Squash Coach
- Scott Lewis, Assistant Professor of Physical Education and Director of Outing Club
- Rob Livingstone, Lecturer in Physical Education, Head Strength and Conditioning Coach
- Marc Mandel, Assistant Professor of Physical Education and Head Men's Crew Coach
- Patricia Manning, Assistant Professor of Physical Education and Head Women's Basketball Coach
- George McCormack, Assistant Professor of Physical Education, Head Men's Lacrosse Coach
- Mark T. McDonough, Lecturer in Physical Education, Assistant Football Coach
- Amber J McHugh, Assistant Professor of Physical Education and Head Alpine Ski Coach
- Lisa Melendy, Chair, Director of Athletics and Assistant Professor in Physical Education
- Ramon R. Mignott, Lecturer in Physical Education and Assistant Football Coach
- Carolyn D. Miles, Assistant Professor of Physical Education and Associate Director/Student Athlete Services
- Steve A Monsulick, Visiting Assistant Professor of Physical Education and Head Nordic Ski Coach
- Mark R. Raymond, Assistant Professor of Physical Education and Head Coach of Football
- Sarah E. Raymond, Assistant Professor of Physical Education and Head Women's Soccer Coach
- Steffen Siebert, Assistant Professor of Physical Education, Head Men's Soccer Coach
- Erin Sullivan, Assistant Professor of Physical Education, Director of Intramural Sports

- Paula E. Thoms, Assistant Professor of Physical Education and Head Coach of Women's Crew
- Tommy Verdell, Assistant Professor of Physical Education, Associate Athletic Director for Inclusion and Compliance

The instructional Physical Education Program at Williams is an integral part of the student's total educational experience. As a part of the liberal arts concept, the program develops the mind-body relationship, which is dependent upon the proper integration of physical and intellectual capacities. The main objective of the physical education program is to develop in each student an appreciation of physical fitness and wellness, and to expose them to a variety of activities that are suitable for lifetime participation.

Four credits of Physical Education represent one of the requirements for the College degree. There are five physical education units during the year. In the fall academic semester, there are two six-week physical education quarters. Winter Study is another unit, and there are two physical education quarters in the spring academic semester. Two different activities must be completed in the fulfillment of the requirement. Students must complete two physical education credits during the first year, all four physical education credits must be completed by the end of sophomore year if the student wishes to study abroad.

A schedule listing all courses offered is issued to every student before each quarter and Winter Study. Classes may vary according to availability of instructors and interest of students. More information can be found at [athletics.williams.edu/physical-education](http://athletics.williams.edu/physical-education).

The following courses are offered at various times during the year:

Aqua Fitness

Badminton

Basketball

Bicycling

Boot Camp

Bowling

Canoeing

Core and Conditioning

Dance (African, Ballet, Modern)

Diving

Erg Fitness

Figure Skating

Futsal

Golf

Hiking

Ice Climbing

Kayaking

Lifeguarding

Lifetime Sports

Mountain Biking

Muscle Fitness

Outdoor Living Skills

Pickle Ball

Pilates

Rape Aggression Defense (RAD)

Rock Climbing

Rowing

Running

Skiing (Alpine and Cross Country)

Snowboarding

Snowshoeing

Soccer

Spinning

Squash

Street Hockey

Swim for Fitness

Swimming

Telemarking

Tennis

Trail Crew

Volleyball

Weight Training

Wellness

Wilderness Leadership

Yoga

Zumba

## ASTRONOMY & ASTROPHYSICS (Div III)

Chair: Professor Jay Pasachoff

- Marek Demianski, Visiting Professor of Astronomy
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics; on leave 2022-2023
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy

How long will the Sun shine? How do we discover Earth-like planets among the many exoplanets circling other stars? How did the universe begin and how has it evolved over its 13.8-billion-year history? How do we detect not only light but also gravitational waves from afar? Astronomy is the science that asks and tries to answer questions like these. We have come a long way toward understanding what makes the sky appear as it does and how the Universe behaves. The Astronomy Department offers courses for anyone who is interested in learning about the Universe, and who would like to be able to follow new astronomical discoveries as they are made. All courses in Astronomy satisfy the Division III requirement. The Astronomy major and the Astrophysics major (administered jointly with the Physics Department) are described below.

The beginning astronomy courses are offered on two levels. Astronomy 101, 102, 104, and 330-range courses are intended primarily for non-science majors and have no prerequisite. Astronomy 111 is designed for students with some exposure to physics. It has a prerequisite of one year of high school physics or permission of the instructor, and a co-requisite of Mathematics 140 or equivalent background in calculus.

Most of the astronomy courses take advantage of our observational and computational facilities including a 24-inch computer-controlled telescope with sensitive electronic detectors, and our own computer network for image processing and data analysis. The Astronomy Department site can be found at [astronomy.williams.edu](http://astronomy.williams.edu).

### ASTRONOMY MAJOR

The Astronomy major is designed for students with an interest in learning about many aspects of modern astronomy, but who do not choose to take the most advanced physics and math courses of the astrophysics major. It is also appropriate as a second major for students concentrating in another field; in particular, combining an Astronomy major with a related major like Geoscience or Computer Science has been a fruitful path for some of our students. The Astronomy major emphasizes understanding the observed properties of the physical systems that comprise the known Universe, from the Sun and solar system, to the evolution of stars and star clusters, to the Milky Way Galaxy, to external galaxies and clusters of galaxies. Because some knowledge of physics and calculus is necessary to understand many astronomical phenomena, the Astronomy major requires the first two semesters each of the physics and calculus that are also required of Physics majors and Astrophysics majors.

There are several possible routes through the Astronomy major, depending on preparation and interest. Students considering a major in Astronomy should consult with members of the department early and often. A first-year student, if unsure about choosing between Astronomy and Astrophysics, may wish to take not only Astronomy 111 but also Physics 131, 141, or 151 and Mathematics 140 (if necessary) in the fall. Students who might place out of physics courses should read the section on placement under Physics.

### Major Requirements for Astronomy

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Two 200-level Astronomy courses (or additional 400-level Astronomy courses as substitutes)

Two 400-level Astronomy courses

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics or Physics 151 Seminar on Modern Physics

Mathematics 140 Calculus II

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus OR equivalent placement

The total number of courses required for the Astronomy major is nine. A typical path through the major will begin with Physics 141, which is suitable for students with one year of high school physics and a background in calculus. However, students without high school physics may begin with Physics 131, and students entering with Advanced Placement in physics and/or math may obtain credit toward the major for the equivalent of Physics 142 and/or Mathematics 150 or 151 taken elsewhere. There are some aspects of astronomy that are closely related to chemistry or

geosciences. In recognition of this, certain advanced courses in those departments can be accepted for credit toward the Astronomy major.

## **THE DEGREE WITH HONORS IN ASTRONOMY**

The honors degree in Astronomy will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astronomy 493) and the winter study project (Astronomy 031). At the end of the winter study period, the department will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The department will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chair as early as possible.

## **ASTROPHYSICS MAJOR**

The Astrophysics major is designed for students who want a rigorous introduction to the field, and includes not only those who plan graduate study in astronomy, astrophysics, or a closely related area, but also those interested in a wide variety of careers. Astrophysics alumni are not only astronomers but also computer scientists, geologists, teachers, doctors, lawyers, business school professors, and so on. In recent years, many astrophysics majors have had a second major in fields as wide ranging as mathematics, computer science, geosciences, economics, English, and art history. This major emphasizes the description of the Universe and its constituents in terms of physical processes. Potential Astrophysics majors should consult early with members of the Astronomy and Physics Departments to determine their most appropriate route through the major. An essential ingredient in such students' undergraduate training is experience in physics and mathematics. Therefore, the major normally will begin in the first year a student is at Williams with Physics 131, 141, or 151 and Mathematics 140 or 150 or 151 in the fall. Physics 141 is recommended for students with one year of high school physics and a background in calculus. Students with very good background placing them out of Physics 142 and out of Mathematics 140 may choose to take Physics 201 and Mathematics 150 or 151 instead. Astronomy 111 will often be taken in the fall of the sophomore year; however, many students take it in the fall of their first year at Williams, along with physics and math. Students who might place out of physics courses should read the section on placement under Physics; those who place out of Physics 131 or 141 into Physics 142 or 151 should particularly consider taking Astronomy 111 in the fall of their first year.

In addition to the major courses described below, other courses in geosciences, mathematics, and computer science may also be appropriate.

### **Major Requirements for Astrophysics**

Astronomy 111 Introduction to Astrophysics OR Astronomy 101 Stars: From Suns to Black Holes and either Astronomy 102 The Solar System—Our Planetary Home OR Astronomy 104 The Milky Way Galaxy and the Universe Beyond

Physics 131 Particles and Waves OR Physics 141 Particles and Waves—Enriched OR equivalent placement

Physics 142 Foundations of Modern Physics OR Physics 151 Seminar on Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics/Mathematics 210 Mathematical Methods for Scientists

Physics 301 Introductory Quantum Physics

Mathematics 150 Multivariable Calculus OR Mathematics 151 Multivariable Calculus

Three 400-level astronomy courses OR two 400-level astronomy courses and one of the following:

Astronomy 211 Astronomical Observing and Data Analysis

Physics 302 Statistical Physics

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics;

Physics 418 Gravity

The total number of courses required for the Astrophysics major, an interdisciplinary major, is eleven. Students entering with Advanced Placement in physics and/or mathematics may obtain credit toward the major for the equivalent of Physics 141 and/or Mathematics 140 and/or 150 or 151 taken elsewhere, but at least 8 courses in astronomy, physics, and mathematics must be taken at Williams. There are some aspects of astrophysics that are closely related to chemistry or geosciences. In recognition of this relation, certain advanced courses in those departments can be accepted for credit toward the Astrophysics major on a two-for-one basis. It is not possible to double major in Astrophysics and Physics.

### **THE DEGREE WITH HONORS IN ASTROPHYSICS**

The honors degree in Astrophysics will be awarded on the basis of a senior thesis presenting the results of an original observational, experimental, or theoretical investigation carried out by the student under the direction of a faculty member in Astronomy or Physics. There are no specific grade requirements (other than College-wide requirements for remaining in good academic standing) for entry into the thesis research program; however, a student wishing to do a thesis should have demonstrated both ability and motivation for independent work in previous courses and in any earlier research involvement. Students doing theses will normally choose a topic and an advisor early in the second semester of their junior year and usually begin their thesis work during the summer. During the senior year, those students whose proposals have been approved will elect two courses and a winter study project in addition to the minimum requirements for the major. Preparation for the thesis will occupy at least one course (Astrophysics 493) and the winter study project (Astrophysics 031). At the end of the winter study period, the departments will decide, in consultation with each student, whether to admit that student to honors candidacy. Both a written thesis and an oral presentation to faculty and fellow students are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill the requirements with unusually high distinction.

The departments will be flexible with regard to the number and timing of courses devoted to thesis research within the general guidelines of two courses and a winter study project over and above the minimum major requirements and the written and oral presentations, especially in cases of students with advanced standing and/or summer research experience. Students considering unusual requests are urged to consult with potential advisors or the department chairs as early as possible.

### **STUDY ABROAD**

#### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

No.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. PHYS 301, a required course for the Astrophysics major, is only taught in the fall, and is difficult to replicate abroad, especially regarding the lab component.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **ASTR 101 (F) Stars: From Suns to Black Holes**

For the new era of "multimessenger astronomy" (not only light and its like but also particles from space and gravitational waves): What makes a star shine? For how long will the Sun keep shining and what will happen to it then? What are black holes and how can they form? How and what have we found out about the gravitational radiation resulting from two giant black holes merging and, with additional signals in the spectrum, from the merger of two neutron stars? What is the James Webb Space Telescope revealing about the earliest epochs of the Universe and about the atmospheres of planets around stars other than our Sun? What do we learn about our own Sun, and therefore about other stars like it, from total solar eclipses?

Astronomy 101, a non-major, general introduction to the part of contemporary astronomy that includes how stars form and die, will provide answers to these questions. We pay special attention to recent exciting discoveries, including regular briefings and current emails plus bonus coverage of NASA's Perseverance rover on Mars with the participation of Williams alumni/ae. Topics include discoveries with the Hubble Space Telescope, the new James Webb Space Telescope, missions to discover planets around other stars, the latest huge telescopes such as the one that will be part of the Vera C. Rubin Observatory in Chile, and plans for the Nancy Grace Roman Space Telescope; how astronomers interpret the light received from distant celestial objects; and the Sun as a typical star. We discuss how pulsars and black holes result from the evolution of massive stars and how supermassive black holes lurk in galaxies/quasars. We discuss the discovery of thousands of "exoplanets" around stars other than the Sun. We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of and on the same level as Astr 102 (solar system)/104 (galaxies/cosmology); students who have taken those courses are welcome.

**Class Format:** lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester.

**Requirements/Evaluation:** two hour tests, a final exam, an observing portfolio, and lab reports

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first enrolled

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Jay M. Pasachoff, Kevin Flaherty

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

## **ASTR 102 (S) Our Solar System and Others**

What makes Earth different from all the other planets? What have NASA's Curiosity and Perseverance on Mars (with their alumni/ae participation!) found about that planet's past running water and suitability for life? How has knowledge about Pluto and Arrokoth beyond it been transformed by NASA's flybys and the associated ground-based studies with which Williams College faculty and students participated? Will asteroids or comets collide with the Earth again? What is a solar eclipse like and how do we prepare for the April 8, 2024, totality? What do we learn from the rare transits of Mercury and of Venus that Williams faculty and students have studied? What may the new James Webb Space Telescope reveal about exoplanets and their atmospheres? Astronomy 102, a non-major, general introduction to the part of contemporary astronomy that comprises the study of the solar system (and the systems of planets around other stars), will provide answers to these questions and more. We will cover the historical development of humanity's understanding of the solar system, examining contributions by Aristotle, Ptolemy, Copernicus, Galileo, Kepler, Newton, Einstein, and others. We will discuss the discovery of over 4000 exoplanets around stars other than the Sun. The course gives special attention to exciting discoveries of the past few years by space probes and by the Hubble Space Telescope and the Kepler/K2/TESS missions, as well as plans and hopes for NASA's James Webb Space Telescope (which launched in December 2021). We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 (stars and

stellar evolution) and 104 (galaxies and cosmology), and students who have taken those courses are welcome.

**Class Format:** lecture (three hours per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration.. Planetarium and Roof-Observing TAs will be available for consultation, in addition to the instructors, throughout the semester.

**Requirements/Evaluation:** two hour tests, a final exam, an observing portfolio, and lab reports

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** first enrolled

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Not offered current academic year

### **ASTR 104 (S) The Milky Way Galaxy and the Universe Beyond**

It has been only about a century since the Sun was discovered not to be at the center of the Milky Way Galaxy, and the Milky Way Galaxy was determined to be only one of countless "island universes" in space. A host of technological advances is enabling us to understand even more clearly our place in the universe and how the universe began. For example, the recently discovered "chirp" from gravitational radiation (reported in 2016) resulting from two giant black holes merging, and the "chirp" from two neutron stars merging, producing also light, radio and x-ray radiation, has opened a whole different way of observing the Universe from the traditional use of light and other forms of electromagnetic radiation. With dozens of such events recorded by 2022, we are now therefore in the new era of multimessenger astronomy. Further, the James Webb Space Telescope (of NASA, European Space Agency, and the Canadian Space Agency, the NASA/ESA Hubble Space Telescope, and NASA's Chandra X-ray Observatory bring exceptionally clear images over a wider range of the spectrum; their images are aiding astronomers to better understand the past and future of the Universe, and new infrared images have been available since 2022 are available] from NASA's/ESA's/CSA's James Webb Space Telescope. JWST observations starting with summer 2022, with those and other new telescopes on the ground (Vera C. Rubin Observatory) and in space (Nancy Grace Roman Space Telescope) soon to help to confirm and enlarge our understanding of the Big Bang and the early epochs of the Universe. In addition, study of the early Universe (most recently from the Planck spacecraft) and large-scale mapping programs such as the Sloan Digital Sky Survey, the European Space Agency's Gaia, and the Dark Energy Survey. Astronomy 104, a non-major, general introduction to part of contemporary astronomy comprising the study of galaxies and the Universe, explores the answers to questions like: What is the Milky Way?; Why are quasars so luminous?; Is the Universe made largely of "dark matter" and "dark energy"?; What determines the ultimate fate of the Universe? How have studies of Cepheid variables and distant supernovae with the Hubble Space Telescope determine that the Universe is 13.8 billion years old and indicated that the Universe's expansion is accelerating? How significant is the current discrepancy "tension" between the age and expansion rate of the Universe as measured from supernova observations as opposed to measurements from the cosmic background radiation? We regularly discuss the latest news briefs and developments in astronomy and relate them to the topics covered in the course. This course is independent of, and on the same level as Astronomy 101 and 102, and students who have taken those courses are welcome.

**Class Format:** lecture (two sessions per week), observing sessions (scattered throughout the semester), afternoon labs (five times per semester), and a planetarium demonstration. Planetarium and Roof-Observatory TAs will be available for consultation, in addition to the instructors, throughout the semester. Current astronomical discoveries will be discussed at the beginning of each class and by email throughout the semester.

**Requirements/Evaluation:** two hour exams, a final exam, lab reports, and an observing portfolio

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course

**Distributions:** (D3)

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Marek Demianski

LAB Section: 02 T 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 03 T 2:30 pm - 4:00 pm Kevin Flaherty

LAB Section: 04 W 1:00 pm - 2:30 pm Kevin Flaherty

LAB Section: 05 W 2:30 pm - 4:00 pm Kevin Flaherty

### **ASTR 107 (F) Astrobiology**

**Cross-listings:** GEOS 107 ASTR 107

#### **Secondary Cross-listing**

Astrobiology is the study of the origin, evolution, and distribution of life in the universe. As such it is an inherently interdisciplinary field, incorporating all of the basic natural sciences: biology, chemistry, physics, astronomy, and the earth sciences, as well as aspects of philosophy, sociology, and engineering. Questions we will seek answers to in this class include: How, why, when, and where did life evolve on Earth, and what does that tell us about how it might evolve elsewhere? What are the chances that there is life on other planets and moons in our solar system, and why? Are there habitable planets elsewhere in the universe, and will we ever truly know if any of them contain life? We will approach these questions using a combination of lectures, activities, labs, homework assignments, and visits from some of the country's leading Astrobiology researchers. Examples of lab and homework activities include exploring our definition of life by making observations about living and non-living systems, examining evidence for ancient habitable environments in rocks, and modeling chemical fingerprinting tools used by Mars rovers. Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal. This course requires no previous experience in the sciences. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Lectures will be partially flipped with student responsible for watching videos before class; class time will be split between short lectures, small group activities, and class discussions. Lab groups will meet in person every other week and have group project work on alternate weeks that may be done virtually or in person.

**Requirements/Evaluation:** Assessment will be based on participation, quizzes, labs and homework assignments, and a final group project where students will present a mock NASA mission proposal.

**Prerequisites:** none

**Enrollment Limit:** 46

**Enrollment Preferences:** first year and second year students, Geosciences majors

**Expected Class Size:** 46

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course counts towards the GEOS Group B Electives - Sediments and Life

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 107 (D3) ASTR 107 (D3)

**Attributes:** GEOS Group B Electives - Sediments + Life

**Not offered current academic year**

### **ASTR 111 (F) Introduction to Astrophysics (QFR)**

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

**Class Format:** The class has 6 afternoon labs. Nighttime observing sessions will occur throughout the semester.

**Requirements/Evaluation:** weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Enrollment Preferences:** potential Astronomy majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Marek Demianski, Kevin Flaherty

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

### **ASTR 211 (S) Astronomical Observing and Data Analysis (QFR)**

How do astronomers make scientific measurements for objects that are light-years away from Earth? This course will introduce the basics of telescopes and observations and will give students hands-on training in the techniques astronomers use to obtain, process, and analyze scientific data. We will discuss observation planning, CCD detectors, signal statistics, image processing, and photometric and spectroscopic observations. We will begin by focusing on ground-based optical observations and will move on to non-optical observations, both electromagnetic (e.g., radio waves, X-rays) and non-electromagnetic (e.g., gravitational waves, neutrinos). Throughout the course, students will use computational techniques to work with real astronomical data, taken with our 24" telescope and from data archives.

**Class Format:** discussion, computer lab work, and observing

**Requirements/Evaluation:** weekly problem sets, lab work, and observing projects

**Prerequisites:** MATH 150 or 151; prior experience with Unix and computer programming is helpful, but not required

**Enrollment Limit:** 14

**Enrollment Preferences:** Astronomy or Astrophysics majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets. Labs require computer programming and statistical and graphical analyses of data.

Not offered current academic year

### **ASTR 217 (S) Planets and Moons**

**Cross-listings:** ASTR 217 GEOS 217

Secondary Cross-listing

This course examines the history and geology of the solar system. No two planets are exactly alike, and as we acquire more data and higher-resolution images, our sense of wonder grows. However, we can't hike around and hammer rocks on Venus or Titan, so we have to infer composition, form, texture and process from remotely-captured images and sparse chemical and spectral data. We will consider the origin of the solar system, the formation and evolution of planetary bodies, and the role of impacts, volcanism, tectonics and geomorphology in shaping them. We will summarize basic geological concepts of stratigraphy, structure and chronology and show how they can be applied off-world. We will review solar system exploration, and will include planetary data in lab exercises. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** Reading journal, lab exercises, class participation

**Prerequisites:** any 100-level GEOS or any 100-level ASTR course, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Geosciences majors, Astronomy/Astrophysics majors, and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 217 (D3) GEOS 217 (D3)

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

**ASTR 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

Primary Cross-listing

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

**ASTR 317 (S) Current topics in Planetary Geology (WS)**

**Cross-listings:** GEOS 317 ASTR 317

Secondary Cross-listing

We will look in detail at geological processes on rocky and icy bodies of the Solar System. Each week will have a specific theme, and students will

read a series of scientific articles on that topic. The readings will form the basis for writing and discussion. Areas to be investigated may include ice ages on Mars, the origin of Earth's moon, tectonics on Venus, chaos terrain on Europa, geysers on Enceladus, cryovolcanism on Triton, methane lakes on Titan, the viability of mining in the Asteroid Belt, and the prospects for life on other worlds. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** Students meet with the professor weekly, in pairs, with one student writing each week and the other critiquing; and both engaging in detailed discussion of the readings.

**Requirements/Evaluation:** Evaluation is based on written papers, critiques, and discussion.

**Prerequisites:** GEOS/ASTR 217 (Planets and Moons); OR any two courses at 200-level or higher in Geosciences and/or Astronomy; OR permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences and Astronomy majors and prospective majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 317 (D3) ASTR 317 (D3)

**Writing Skills Notes:** This tutorial-style course focuses on writing, with 6 papers (5-7 pages) written bi-weekly throughout the semester, and partner critiques in alternate weeks.

**Attributes:** GEOS Group C Electives - Solid Earth

Not offered current academic year

### **ASTR 330 (S) The Nature of the Universe**

This course is a journey through space and time from the first fractions of a second after the Big Bang to the ultimate fate of the Universe billions of years into the future. Topics include the Big Bang and its remnant cosmic background radiation, cosmic inflation, conditions during the first three minutes, creation of the elements, stellar and galactic black holes, relativity, the detection of gravitational waves, galaxies and quasars, dark matter, and the formation of the large-scale structure of the Universe. We will explore current ideas about the fate of our Universe, including the acceleration of its expansion, and its implications for the end of time. Finally, we will consider the fantastic but serious theoretical proposal that ours is but one of countless universes existing within a *multiverse*.

**Class Format:** lecture/discussion, three hours per week

**Requirements/Evaluation:** two midterm exams, a small observing portfolio, occasional quizzes, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 48

**Enrollment Preferences:** open only to juniors and seniors; closed to students who have taken or are taking ASTR 104, and closed to ASTR, ASPH, and PHYS majors; preference given to seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** non-major course; course in the 33X sequence are meant as general education courses for students in all majors

**Distributions:** (D3)

Spring 2023

LEC Section: 01 Cancelled

### **ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)**

The matter between the stars--the interstellar medium--tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars' nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers' most

powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of "forbidden" lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

**Class Format:** Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

**Requirements/Evaluation:** weekly problem sets, 10-page final paper, and observing projects

**Prerequisites:** ASTR 111 and PHYS 201 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.

Not offered current academic year

#### **ASTR 404 (S) Unsolved Problems in Galaxy Evolution**

In this tutorial, we will learn about galaxies and their evolution by focusing on some of the key mysteries astronomers are trying to solve. Questions may include: How do galaxies turn their gas supply into stars? Is there a universal initial mass function for star formation? What is the origin of multiple stellar populations in globular clusters? Why do some galaxies cease star formation? Which galaxies reionized the universe? We will discuss the nature of each unsolved problem, debate the theories proposed to answer it, and consider how future progress might be made.

**Requirements/Evaluation:** student's papers, responses to the partner's papers, and problem sets

**Prerequisites:** ASTR 111 and PHYS 142 or 151 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

#### **ASTR 410 (S) Compact Stellar Remnants: White Dwarfs, Neutron Stars and Black Holes**

A star is a very interesting, very complicated physical object. Properties of stars and their evolutionary paths depend on an intricate interplay of different physical phenomena with gravity, nuclear interactions, radiation processes and even quantum and relativistic effects playing important roles. Using basic physics we will construct simple models of stars and discuss their evolution, concentrating on the key physical processes that play the dominant role at different evolutionary stages. We will discuss late stages of stellar evolution and concentrate on the basic properties of three possible remnants: white dwarfs, neutron stars and black holes. Radio and X-ray pulsars, supernovae including Type Ia and Gamma Ray Bursts will be discussed as well as observational confirmation of existence of black holes. We will explore extreme conditions existing near neutron stars and black holes and discuss their astrophysical consequences. We will also discuss the recent exciting detection of gravitational waves by the LIGO/VIRGO laser interferometric detectors.

**Class Format:** discussion three hours per week

**Requirements/Evaluation:** classroom participation, homework assignments, a midterm exam and a final exam

**Prerequisites:** PHYS 201 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** physics, astrophysics, and astronomy majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Marek Demianski

### **ASTR 412 (F) Heliophysics**

**Cross-listings:** ASTR 412 PHYS 412

#### **Primary Cross-listing**

We study all aspects of the Sun, our nearest star. In addition to discussing our observations of recent eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the newer GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from spacecraft. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We also discuss transits of Mercury across the face of the Sun, most recently on November 11, 2019. We highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope. We discuss plans for observing future total solar eclipses, including those of December 4, 2021, near or over Antarctica; October 23, 2023, in northwestern Australia; and April 8, 2024, over Mexico and a U.S. path from Texas to northern New England.

**Requirements/Evaluation:** biweekly tutorial presentations; biweekly response to colleagues' presentations

**Prerequisites:** ASTR 111 or a 200-level Physics course; or permission of the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 412 (D3) PHYS 412 (D3)

**Not offered current academic year**

### **ASTR 493 (F) Senior Research: Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Jay M. Pasachoff

**ASTR 494 (S) Senior Research: Astronomy**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy, as discussed under the heading of the degree with honors in Astronomy above. This is part of a full-year thesis (493-494).

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Kevin Flaherty

**ASTR 495 (F) Senior Research: Astrophysics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

**ASTR 496 (S) Senior Research: Astrophysics**

**Cross-listings:** ASTR 496 PHYS 496

Primary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 496 (D3) PHYS 496 (D3)

Not offered current academic year

**ASTR 497 (F) Independent Study: Astronomy or Astrophysics**

Astronomy independent study.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Jay M. Pasachoff

**ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)**

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

**Requirements/Evaluation:** Regular work with the instructor; submitted presentations and papers as agreed upon

**Prerequisites:** suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

**Enrollment Limit:** 10

**Enrollment Preferences:** research topic

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Substantial quantitative and formal reasoning are involved

Spring 2023

IND Section: 01 TBA Daniel P. Aalberts

**ASTR 499 (F)(S) Physics and Astronomy Colloquium**

**Cross-listings:** PHYS 499 ASTR 499

**Secondary Cross-listing**

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

**Class Format:** colloquium

**Requirements/Evaluation:** not a for-credit course

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Grading:** non-graded

**Unit Notes:** registration not necessary to attend

**Distributions:** No divisional credit

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 499 No divisional credit ASTR 499 No divisional credit

Fall 2022

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

Spring 2023

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

**Winter Study -----**

**ASTR 12 (W) Space Pioneering - Dreams, Math, and Steel on the Existential Boundary**

Over the Earth's five and a half billion year history, only within the last century have its evolved conscious inhabitants acquired the tentative means to travel across the Solar System. At the same moment, in the estimate of Oxford scientist - philosopher Toby Ord *The Precipice*, the total probability of existential catastrophe, including the risk of cometary impacts, climate change, pandemics, and nuclear war over the next one hundred years is as large as 1 in 6. Spacefaring commerce, already honed to astronomical observation, global communication, navigation, and weather-climate monitoring, could serve as a primary defense against life extinction. This course will consider the prospects for a spacefaring civilization, with an elementary, but physics-driven exposition of astronautics, celestial mechanics, lunar resources, space manufacturing, global warming mitigation, and the human settlement of Mars and other space environments - including the eventual possibility of interstellar flight. Students will be invited to apply quantitative reasoning to their critical exploration of global trends in resource consumption and human opportunities toward an open future, as potentially enabled by space technology, commerce, and culture. Elementary mathematical exposition and applications will emphasize conceptual/analog thinking, relying upon "back-of-the-envelope" scaling methods and graphical interpretation. Course grades will be primarily based on class attendance and individual projects. Although brief quantitative papers will be encouraged, students may choose to make an artistic, philosophical, or socially discursive response with their project. Class lectures of 6 to 8 hours per week will constitute the core instructional material, along with small group tutorials and student presentations of up to 3 hours per week. Weekly outside-of-class work including reading, research, or other creative activity can be expected to take approximately 10 hours

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** Although previous enrollment in physics, mathematics, or other science courses will be helpful, any Williams College student should be eligible to benefit from this Winter Study offering.

**Enrollment Limit:** 30

**Enrollment Preferences:** Should enrollment be over-subscribed, preference will be given to members of the junior/senior class, and with a view to balancing a mix of both science/math majors and non-majors.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Michael Allison worked for many years as a Space Scientist at the NASA/Goddard Institute for Space Studies in New York City, also serving on several planetary flight projects, including the Cassini/Huygens mission to Saturn and Juno at Jupiter.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:30 pm Michael Allison

### **ASTR 16 (W) An Infinity of Worlds: Planets and the Search for Life**

Less than a generation ago, we wondered, as we had for millions of years before, whether there were any other planets at all. Now, we are privileged to be in the first generation of humans to know that many of the points of light dusting our night sky are host to orbiting worlds, some of which may be like our Earth. In this course, we will explore the techniques that are being used to discover these new worlds. We will make our own contributions to this great age of discovery, by using NASA spacecraft data to search for new planets. This course, aimed at non-majors, will deal with the science of planet hunting, the astounding diversity of planets known to exist, the emerging science of astrobiology, and the enduring question of "are we alone?" through works of science fiction and cutting-edge research. Coursework will consist of readings from popular science books aimed at a general audience, science-fiction short stories, and excerpts from science-fiction novels, in addition to 1-2 relevant feature films. The primary mode of instruction will be 6 hours per week of in-person class meetings including lectures, small-group activities, and optional evening observing sessions at the rooftop telescope. Evaluation will be based on a final 10-page paper, the topic and format of which is extremely broad.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, preference will be given to first years and sophomores. I am willing to open a second section if enrolment numbers permit. (e.g. we had 43 enrolled in 2022)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Rob Wittenmyer '98 is Professor of astrophysics at the University of Southern Queensland in Australia. He is a veteran planet hunter with more than 100 published planet discoveries.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Rob Wittenmyer

### **ASTR 31 (W) Senior Research: Astronomy**

To be taken by students registered for Astronomy 493, 494.

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Kevin Flaherty

### **ASTR 32 (W) Senior Research: Astrophysics**

To be taken by students registered for Astrophysics 495, 496.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Kevin Flaherty

**ASTR 99 (W) Independent Study: Astronomy or Astrophysics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jay M. Pasachoff

## PHYSICS (Div III)

Chair: Professor Daniel Aalberts

- Daniel P. Aalberts, Chair and Kennedy P. Richardson '71 Professor of Physics; affiliated with: Physics, Bioinformatics, Genomics & Pro
- Charlie Doret, Associate Professor of Physics
- Kevin Flaherty, Lecturer in Astronomy and Observatory Supervisor; affiliated with: Astronomy, Physics
- Graham K. Giovanetti, Assistant Professor of Physics; on leave 2022-2023
- Anne Jaskot, Assistant Professor of Astronomy and Associate of the Hopkins Observatory; affiliated with: Astronomy, Physics; on leave 2022-2023
- Katharine E. Jensen, Assistant Professor of Physics
- Catherine Kealhofer, Assistant Professor of Physics; on leave Spring 2023
- Protik K. Majumder, Barclay Jermain Professor of Natural Philosophy, Chair of Astronomy; affiliated with: Physics, Astronomy
- Frederick W. Strauch, William Edward McElfresh Professor of Physics; on leave 2022-2023
- David R. Tucker-Smith, Halvorsen Professor for Distinguished Teaching and Research of Physics; on leave Fall 2022
- Jennifer G. Winters, Visiting Assistant Professor of Physics

What is light? How does a laser work? What is a black hole? What are the fundamental building blocks of the universe? Physics majors and Astrophysics majors study these and related questions to understand the physical world around us, from the very small to the very large. A physics student practices the experimental methods used to learn about this world and explores the mathematical techniques and theories developed to explain these physical phenomena. A Physics major or Astrophysics major serves as preparation for further work in physics, astrophysics, applied physics, other sciences, engineering, medical research, science teaching and writing, and other careers involving critical thinking, problem-solving, and insight into the fundamental principles of nature.

### ASTROPHYSICS MAJOR

The Physics Department, in cooperation with the Astronomy Department, offers a major in Astrophysics. [More information about the Astrophysics major can be found on the Astronomy Department site.](#)

### PHYSICS MAJOR

#### Introductory Courses

Students considering a major in physics should take both physics and mathematics as first-year students. Students typically begin with Physics 141 and Mathematics 150 or 151 (multivariable calculus); students who wish to begin with Physics 131 should consult with the department.

Physics 131 Introduction to Mechanics. This is designed as a first course in physics. It is suitable for students who either have not had physics before or have had some physics but are not comfortable solving "word problems" that require calculus.

Physics 141 Mechanics and Waves. Students in this course should have solid backgrounds in science and calculus, either from high school or college, including at least a year of high school physics.

The Department of Mathematics will place students in the appropriate introductory calculus course. The physics major sequence courses all make use of calculus at increasingly sophisticated levels. Therefore, students considering a Physics major should continue their mathematical preparation without interruption through the introductory calculus sequence (Mathematics 130, 140, and 150 or 151). Students are encouraged to take Physics 210 as early as possible.

### ADVANCED PLACEMENT

Students with unusually strong backgrounds in calculus and physics may place out of Physics 141 and either: 1) begin with the special seminar course Physics 151 in the fall (typically followed by Physics 210 in the spring), or 2) begin with Physics 142 in the spring (possibly along with Physics 210). Students may take either 151 or 142 but not both. On rare occasions a student with an exceptional background will be offered the option of enrolling in Physics 201.

Placement is based on AP scores, consultation with the department, and results of a placement exam administered during First Days. The exam can also be taken later in the year by arrangement with the department chair. The exam covers classical mechanics, basic wave phenomena, and includes some use of calculus techniques.

## REQUIREMENTS FOR THE MAJOR

A total of ten courses, nine in physics and one in mathematics, are required to complete the Physics major.

### Required Physics Sequence Courses (7)

Physics 141 Mechanics and Waves

Physics 142 Foundations of Modern Physics

or Physics 151 Seminar in Modern Physics

Physics 201 Electricity and Magnetism

Physics 202 Waves and Optics

Physics 210 Mathematical Methods for Scientists

Physics 301 Quantum Physics

Physics 302 Statistical Mechanics and Thermodynamics

### Required Mathematics Course (1)

Mathematics 150 or 151 Multivariable Calculus

Students entering with Advanced Placement in mathematics may obtain credit toward the major for the equivalent Mathematics 150 or 151 taken elsewhere.

### Elective Courses (2)

At least two more physics courses above the 100 level (or other approved courses as noted below) must be taken, bringing the total number of courses for the major to ten.

Students who place out of Physics 141 must substitute one additional elective course, for a total of ten courses.

Students who place out of both Physics 141 and 142 and begin their studies in Physics 201 must substitute one additional elective course, for a total of nine courses.

### Options

- Mathematics 209 or 309 may substitute for Physics 210.
- Astronomy 111 may count in place of Physics 141 if a student places out of 141 (see "advanced placement" above).
- An additional Astronomy or Astrophysics course above the introductory level that is acceptable for the astrophysics major may be counted.
- Two approved Division III courses may be substituted for one Physics course. Approval is on an individual basis at the discretion of the department chair.
- Honors work is in addition to completion of the basic major so Physics 493 and 494 do not count towards the ten courses in the major.

### PREPARATION FOR ADVANCED STUDY

Students who wish to do graduate work in physics, astrophysics, or engineering should elect courses in both physics and mathematics beyond the minimum major requirements. The first-year graduate school curriculum in physics usually includes courses in quantum mechanics, electromagnetic theory, and classical mechanics that presuppose intermediate level study of these subjects as an undergraduate. Therefore, students planning graduate work in physics should elect all of the following courses:

Physics 402T Applications of Quantum Mechanics

Physics 405T Electromagnetic Theory

Physics 411T Classical Mechanics

### ADVISING

Both majors and non-majors are encouraged to consult with the department chair or course instructors about course selections or other matters.

### THE DEGREE WITH HONORS IN PHYSICS

The degree with honors in Physics will be awarded on the basis of a senior thesis presenting the results of a substantial experimental or

theoretical investigation carried out under the direction of a faculty member in the department. There is no rigid grade point average required for admission to the program or for the awarding of the degree with honors, but it is normally expected that honors students will maintain at least a B average in physics and mathematics. Students will normally apply for admission to the program early in the spring of their junior year and during senior year these students will normally elect Physics 493, W31, and 494 in addition to the usual requirements for the major. At the end of winter study, the department will decide whether the student will be admitted to honors candidacy. Both a written thesis and a colloquium presentation of the results are required. The degree with honors will be awarded to those who meet these requirements with distinction. The degree with highest honors will be awarded to those who fulfill them with unusually high distinction.

Honors candidates will also be required to attend departmental colloquium talks.

## STUDY ABROAD

The physics community is international in scope and a career in physics (or a related field) can provide many opportunities for travel and contact with individuals from outside the United States. The physics major at Williams is a carefully structured four-year program designed to prepare students who are so inclined for graduate study at leading research institutions. While it is possible to complete the major requirements in three years, such a major will not usually not lead to further study in the field. With careful early planning on the part of a student, and close consultation with the department chair, it is possible to complete a strong major and still study abroad provided the foreign institution can provide courses which reasonably substitute or supplement those in the Williams major program. Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Here are answers to frequently asked questions related to study abroad:

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

No.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The laboratory component of Physics 301 serves as our "advanced lab course." Students often cannot get equivalent experience abroad and must take this when they return senior year (non-credit). Unless there has been a recent change, our own Oxford Program is one place students cannot get lab experience.

## OPTIONS FOR NON-MAJORS

Many students want to take a self-contained and rigorous full-year survey of physics. For such students, the most appropriate sequence will be either Physics 131 or Physics 141 followed by Physics 132, depending on the student's background in science and mathematics (see Introductory Courses above). Either of these sequences satisfies the physics requirement for medical school.

The department also offers one-semester courses designed for non-majors, including Physics 107, Physics 108, and Physics 109.

## PHYS 106 (F) Being Human in STEM (DPE)

**Cross-listings:** PHYS 106 GEOS 106 STS 106

### Primary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability,

sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

**Class Format:** class discussions, group project work (out of class time required)

**Requirements/Evaluation:** short response papers, class discussion participation, leading class discussions, group work, and final project

**Enrollment Limit:** 15

**Enrollment Preferences:** DIV III majors; statement of interest may be requested

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** does not count towards GEOS or PHYS major credit

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 106 (D3) GEOS 106 (D3) STS 106 (D2)

**Difference, Power, and Equity Notes:** This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Not offered current academic year

### **PHYS 108 (F) Energy Science and Technology (QFR)**

**Cross-listings:** ENVI 108 PHYS 108

Primary Cross-listing

Energy use has skyrocketed in the United States and elsewhere in the world, causing significant economic and political shifts, as well as concerns for the environment. This course will address the physics and technology of energy generation, consumption, and conservation. It will cover a wide range of energy sources, including fossil fuels, hydropower, solar energy, wind energy, and nuclear energy. We will discuss energy use in transportation, manufacturing, building heating, and building lighting. Students will learn to compare the efficiencies and environmental impacts of various energy sources and uses.

**Class Format:** twice a week, occasional lab exercises, and a field trip to the college heating plant, all during class hours

**Requirements/Evaluation:** weekly assignments, two hour tests, and a final project culminating in an oral presentation to the class and a 10-page paper; all of these will be substantially quantitative

**Prerequisites:** high school physics, high school chemistry, and mathematics at the level of MATH 130

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 108 (D3) PHYS 108 (D3)

**Attributes:** ENVI Natural World Electives

Not offered current academic year

### **PHYS 109 (S) Sound, Light, and Perception (QFR)**

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the

science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

**Class Format:** each student will attend one lecture plus one conference section weekly

**Requirements/Evaluation:** class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** non-science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class will have weekly problem sets requiring substantial quantitative reasoning

Spring 2023

LEC Section: 01 Cancelled

### **PHYS 131 (F) Introduction to Mechanics (QFR)**

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

**Requirements/Evaluation:** exams, labs, and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am John H. Lacy

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin R. Forkey, Brough Morris

LAB Section: 03 T 1:00 pm - 4:00 pm Kevin R. Forkey, Brough Morris

LAB Section: 04 Cancelled

### **PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)**

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics,

radioactivity, and uses of radiation.

**Class Format:** lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

**Requirements/Evaluation:** weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Enrollment Preferences:** sophomores

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Jennifer G. Winters

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin R. Forkey

LAB Section: 03 T 1:00 pm - 4:00 pm Kevin R. Forkey

### **PHYS 141 (F) Mechanics and Waves (QFR)**

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week

**Requirements/Evaluation:** weekly problem sets, labs, three or more short quizzes/tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** high school physics and MATH 130 or equivalent placement, or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and science majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen

LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

### **PHYS 142 (S) Foundations of Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system.

This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

**Class Format:** lecture, three hours weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' sessions and problem-solving/discussion sessions

**Requirements/Evaluation:** weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

**Enrollment Limit:** 14/L

**Enrollment Preferences:** first-year students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Protik K. Majumder

LAB Section: 02 M 1:00 pm - 4:00 pm Jennifer G. Winters

LAB Section: 03 T 1:00 pm - 4:00 pm Jennifer G. Winters

### **PHYS 151 (F) Seminar in Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same core material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** three 50-minute lecture/discussions per week, one 3-hour lab per week

**Requirements/Evaluation:** class participation, weekly lab assignments, weekly problem sets, exams

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Enrollment Preferences:** first-years

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this is a small seminar designed for first-year students who have placed out of PHYS 141

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** all assignments in the course have a substantial quantitative component

Fall 2022

LEC Section: 01 WF 11:00 am - 11:50 am Jennifer G. Winters

LAB Section: 02 W 1:00 pm - 4:00 pm Jennifer G. Winters

CON Section: 03 M 11:00 am - 11:50 am Jennifer G. Winters

### **PHYS 201 (F) Electricity and Magnetism (QFR)**

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory

of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** problem sets, labs/conference section assignments, two take-home midterms, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** prospective physics majors, then by seniority

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves significant problem-solving and mathematical analysis of phenomena using calculus, numerical methods, and other quantitative tools.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Catherine Kealhofer

LAB Section: 02 T 1:00 pm - 4:00 pm Catherine Kealhofer

LAB Section: 03 W 1:00 pm - 4:00 pm Catherine Kealhofer

### **PHYS 202 (S) Vibrations, Waves and Optics (QFR)**

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** problem sets, labs, midterm examinations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Charlie Doret

LAB Section: 02 T 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret

### **PHYS 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

**Primary Cross-listing**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week

**Requirements/Evaluation:** several exams and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

**PHYS 234 (S) Introduction to Materials Science (QFR)**

**Cross-listings:** GEOS 234 PHYS 234

**Primary Cross-listing**

Materials Science is the study of how the microscopic structure of materials--whether steel, carbon fiber, glass, wood, plastic, or mayonnaise--determines their macroscopic mechanical, thermal, electric, and other properties. Topics of this course include classifying materials; material structure; thermodynamics and phase transformations; material properties and testing; how solids bend, flow, and ultimately break; and how to choose the right material for design applications. Materials Science is a highly interdisciplinary field and as a result the course prerequisites are broad but also flexible. Interested students who are unsure about their preparation are strongly encouraged to contact the instructor.

**Class Format:** lecture (3 hours per week) plus three to four small-group laboratory sessions throughout the semester (to be scheduled with instructor)

**Requirements/Evaluation:** weekly problem sets, class participation, and midterm and final exams, all of which have a substantial quantitative component

**Prerequisites:** high school physics and chemistry, preferably at the AP level, and MATH 140 or AP Calculus (BC), and one 200-level PHYS, CHEM, or GEOS course; or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** based on students' scientific background and seniority

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course does not count toward the Geosciences major.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 234 (D3) PHYS 234 (D3)

**Attributes:** MTSC Courses

**Not offered current academic year**

### PHYS 301 (F) Quantum Physics (QFR)

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics. After a brief discussion of historical origins of the quantum theory, we introduce the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 20

**Enrollment Preferences:** physics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Protik K. Majumder

LAB Section: 02 T 1:00 pm - 4:00 pm John H. Lacy

LAB Section: 03 W 1:00 pm - 4:00 pm John H. Lacy

LAB Section: 04 M 1:00 pm - 4:00 pm John H. Lacy

### PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

**Class Format:** lecture/discussion three hours per week and weekly laboratory work

**Requirements/Evaluation:** weekly problem sets, midterm exam, final exam, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 14 per lab

**Enrollment Preferences:** physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen

LAB Section: 02 T 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 W 1:00 pm - 4:00 pm Katharine E. Jensen

**PHYS 312 (S) Philosophical Implications of Modern Physics (QFR)****Cross-listings:** STS 312 PHYS 312 PHIL 312**Primary Cross-listing**

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS**Enrollment Limit:** 20**Enrollment Preferences:** Philosophy majors and Physics majors**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 312 (D2) PHYS 312 (D3) PHIL 312 (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses**Not offered current academic year****PHYS 314 (S) Controlling Quanta (QFR)**

This course will explore modern developments in the control of individual quantum systems. Topics covered will include basic physical theories of atoms coupled to photons, underlying mathematical tools (including Lie algebras and groups), and computational methods to simulate and analyze quantum systems. Applications to quantum computing, teleportation, and experimental metaphysics (Bell's inequality) will also be discussed.

**Requirements/Evaluation:** tutorial preparation and participation, weekly problem sets/papers, and a final project**Prerequisites:** PHYS/MATH 210 or MATH 209 or MATH 250**Enrollment Limit:** 10**Enrollment Preferences:** sophomores and junior Physics majors**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D3) (QFR)**Not offered current academic year****PHYS 315 (S) Computational Biology (QFR)****Cross-listings:** PHYS 315 CSCI 315**Primary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor**Enrollment Limit:** 10**Enrollment Preferences:** courage**Expected Class Size:** 8**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

**PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

**PHYS 321 (S) Introduction to Particle Physics (QFR)**

The Standard Model of particle physics incorporates special relativity, quantum mechanics, and almost all that we know about elementary particles and their interactions. This course introduces some of the main ideas and phenomena associated with the Standard Model. After a review of relativistic kinematics, we will learn about symmetries in particle physics, relativistic wave equations, Feynman diagrams, and selected applications of quantum

electrodynamics, the weak interactions, and quantum chromodynamics. We will conclude with a discussion of spontaneous symmetry breaking and the Higgs mechanism.

**Requirements/Evaluation:** weekly problem sets, a midterm exam, and a final exam

**Prerequisites:** PHYS 301

**Enrollment Limit:** 15

**Enrollment Preferences:** By seniority

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Exams and problem sets all have a significant quantitative component.

Not offered current academic year

### **PHYS 402 (S) Applications of Quantum Mechanics (QFR)**

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 301

**Enrollment Limit:** 10 per sec

**Enrollment Preferences:** Physics and Astrophysics Majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2023

TUT Section: T1 F 1:10 pm - 2:25 pm David R. Tucker-Smith

### **PHYS 405 (F) Electromagnetic Theory (QFR)**

This course builds on the material of Physics 201, and explores the application of Maxwell's Equations to understand a range of topics including electric fields and matter, magnetic materials, light, and radiation. As we explore diverse phenomena, we will learn useful approximation techniques and beautiful mathematical tools. In addition to weekly tutorial meetings, the class will meet once a week as a whole to introduce new material.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, and a final exam or final project, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 209 or MATH 309

**Enrollment Limit:** 10/section

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

Not offered current academic year

### **PHYS 411 (F) Classical Mechanics (QFR)**

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth),

rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 10/section

**Enrollment Preferences:** majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2022

TUT Section: T1 F 1:10 pm - 2:25 pm Charlie Doret, Daniel P. Aalberts

### PHYS 412 (F) Heliophysics

**Cross-listings:** ASTR 412 PHYS 412

**Secondary Cross-listing**

We study all aspects of the Sun, our nearest star. In addition to discussing our observations of recent eclipses and what has been learned about the solar atmosphere from eclipse research, we discuss the solar interior (including the Nobel-prize-winning solar neutrino experiment and helioseismology), the photosphere, the chromosphere, the corona, and the solar wind. We discuss the Sun as an example of stars in general. We discuss both theoretical aspects and observational techniques, including work at recent total solar eclipses. We discuss results from current spacecraft, including the Solar and Heliospheric Observatory (SOHO), the Solar Dynamics Observatory, the Sun Watcher (SWAP), and Hinode (Sunrise), and the newer GOES/UVSI (Solar Ultraviolet Imager) run by an alumnus as well as additional Total Solar Irradiance measurements from spacecraft. We will discuss the role of solar observations in confirming Einstein's General Theory of Relativity with the bending of light at the 1919, 1922, and 2017 total solar eclipses as well as gravitational redshift measurements in solar spectral lines, extending our discussion to the recent "chirp" of gravitational radiation reported from several colliding black holes and neutron stars observed with the Laser Interferometer Gravitational-wave Observatory (LIGO). We also discuss transits of Mercury across the face of the Sun, most recently on November 11, 2019. We highlight the 2004 and 2012 transits of Venus across the face of the Sun as observed from Earth, the first such transits of Venus since 1882, as well as our work in observing transits of Venus from Jupiter with the Hubble Space Telescope. We discuss plans for observing future total solar eclipses, including those of December 4, 2021, near or over Antarctica; October 23, 2023, in northwestern Australia; and April 8, 2024, over Mexico and a U.S. path from Texas to northern New England.

**Requirements/Evaluation:** biweekly tutorial presentations; biweekly response to colleagues' presentations

**Prerequisites:** ASTR 111 or a 200-level Physics course; or permission of the instructor

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 412 (D3) PHYS 412 (D3)

**Not offered current academic year**

### PHYS 418 (S) Gravity (QFR)

This course is an introduction Einstein's theory of general relativity. We begin with a review of special relativity, emphasizing geometrical aspects of Minkowski spacetime. Working from the equivalence principle, we then motivate gravity as spacetime curvature, and study in detail the Schwarzschild geometry around a spherically symmetric mass. After this application, we use tensors to develop Einstein's equation, which describes how energy

density curves spacetime. With this equation in hand we study the Friedmann-Robertson-Walker geometries for an expanding universe, and finally, we linearize Einstein's equation to develop the theory of gravitational waves.

**Requirements/Evaluation:** weekly problem sets, a midterm exam, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 301 or PHYS 405 or PHYS 411, or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** All problem sets and exams will have a substantial quantitative component.

Not offered current academic year

### **PHYS 451 (F) Condensed Matter Physics (QFR)**

Condensed matter physics is an important area of current research and serves as the basis for modern electronic technology. We plan to explore the physics of metals, insulators, semiconductors, superconductors, and photonic crystals, with particular attention to structure, thermal properties, energy bands, and electronic properties.

**Requirements/Evaluation:** weekly readings and problem sets, and exams

**Prerequisites:** PHYS 301 (may be taken simultaneously); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Physics majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** serious problem sets

**Attributes:** MTSC Courses

Not offered current academic year

### **PHYS 493 (F) Senior Research: Physics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

**Requirements/Evaluation:** presentation and preparation of thesis

**Prerequisites:** permission of department; senior course

**Enrollment Limit:** 20

**Enrollment Preferences:** senior majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Daniel P. Aalberts

### **PHYS 494 (S) Senior Research: Physics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Physics, as discussed above under the heading of *The Degree with Honors in Physics*.

**Prerequisites:** permission of department; senior course

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

**PHYS 495 (F) Senior Research: Astrophysics**

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

**PHYS 496 (S) Senior Research: Astrophysics**

**Cross-listings:** ASTR 496 PHYS 496

Secondary Cross-listing

An original experimental or theoretical investigation is carried out under the direction of a faculty member in Astronomy or Physics, as discussed under the heading of the degree with honors in Astrophysics above.

**Prerequisites:** permission of department

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 496 (D3) PHYS 496 (D3)

Not offered current academic year

**PHYS 497 (F) Independent Study: Physics**

Physics independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Daniel P. Aalberts

**PHYS 498 (S) Independent Study: Physics**

Physics independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Daniel P. Aalberts

**PHYS 499 (F)(S) Physics and Astronomy Colloquium**

**Cross-listings:** PHYS 499 ASTR 499

### Primary Cross-listing

Physicists and Astronomers from around the country come to explain their research. Students of Physics and Astronomy at any level are welcome. Registration is not necessary to attend. A non-credit course.

**Class Format:** colloquium

**Requirements/Evaluation:** not a for-credit course

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Grading:** non-graded

**Unit Notes:** registration not necessary to attend

**Distributions:** No divisional credit

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 499 No divisional credit ASTR 499 No divisional credit

Fall 2022

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

Spring 2023

LEC Section: 01 F 2:35 pm - 3:50 pm Daniel P. Aalberts

### Winter Study -----

#### PHYS 12 (W) Drawing as a Learnable Skill

Representational drawing is not merely a gift, but a learnable skill. If you wanted to draw, but have never had the time to learn; or you enjoy drawing and wish to deepen your understanding and abilities, then this course is for you. This intensive course utilizes traditional drawing exercises to teach representational drawing. By using simple techniques and extensive exercises you will learn to see more accurately and realistically represent the physical world. You will learn to draw a convincing portrait, interior, and still life. This course is designed to develop your powers of observation and enhance your innate creative problem solving abilities, which are applicable in any field. Students need no previous artistic experience, just the willingness and desire to learn a new skill. Requirements: students will be expected to attend and participate in all class sessions as well as 2 mandatory study sessions in museums. They will also be required to keep a sketchbook recording their progress and complete a final drawing project. Evaluations will be based on participation, effort, and development. All class sessions are mandatory.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** If overenrolled, selection will be based on seniority.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Stella Ehrich lived in Italy for sixteen years, where she spent seven years studying figurative realism in the Simi Studio in Florence. She holds an MFA in painting from Bennington College.

**Materials/Lab Fee:** \$24

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 1:00 pm - 4:00 pm Stella Ehrich

#### PHYS 22 (W) Research Participation

Several members of the department will have student projects available dealing with their own research or that of current senior thesis students.

Approximately 35 hours per week of study and actual research participation will be expected from each student.

**Class Format:** to be arranged with instructor

**Requirements/Evaluation:** students will be required to keep a notebook and write a 5-page paper summarizing their work

**Prerequisites:** permission of instructor

**Enrollment Limit:** 1-2

**Enrollment Preferences:** permission of instructor

**Grading:** pass/fail only

Winter 2023

RSC Section: 01 M-F 10:00 am - 3:50 pm Charlie Doret

**PHYS 31 (W) Senior Research: Physics**

To be taken by students registered for Physics 493, 494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Daniel P. Aalberts

**PHYS 32 (W) Senior Research: Astrophysics**

To be taken by students registered for Astrophysics 495, 496.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Daniel P. Aalberts

**PHYS 99 (W) Independent Study: Physics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Daniel P. Aalberts

## **POLITICAL ECONOMY (Div II)**

**Chair: Professor Darel E. Paul**

### Advisory Committee

- Jon M. Bakija, Chair of Economics and W. Van Alan Clark '41 Third Century Professor in the Social Sciences
- William M. Gentry, Carl Van Duyne Professor of Economics
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science
- Sara LaLumia, Professor of Economics
- James E. Mahon, Woodrow Wilson Professor of Political Science
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Political Science, Leadership Studies; on leave 2022-2023
- Darel E. Paul, Professor of Political Science, Chair of Political Economy Program; affiliated with: Political Science, Political Economy
- Sidney A. Rothstein, Assistant Professor of Political Science
- Lara D. Shore-Sheppard, Kimberly A. '96 and Robert R. '62 Henry Professor of Economics; on leave 2022-2023
- Anand V. Swamy, Chair of the Executive Committee for the Center for Development Economics and The Willmott Family Third Century Professor of Economics; affiliated with: Economics, Center for Development Economics
- David J. Zimmerman, Professor of Economics and Orrin Sage Professor of Political Economy

The Political Economy major is designed to give students a grasp of the ways in which political and economic forces interact in shaping public policy. The major includes substantial study of the central analytical approaches in both Political Science and Economics and seeks to surmount the sometimes artificial barriers of specialization that may characterize either discipline taken by itself. Three of the required Political Economy courses undertake a conscious merging of the approaches in the two fields. (These courses are designed by, and usually are taught jointly by, political scientists and economists.) Political Economy 250 examines major theoretical texts in political economy and analyzes economic liberalism and critiques of economic liberalism in the context of current policy issues. Political Economy 401 examines contemporary issues in political economy in their domestic, comparative and international contexts. Political Economy 402 asks students to research and make proposals in policy areas of current importance. Background for the two senior courses is acquired through courses in international economics, public finance, and domestic and international/comparative politics and policy.

Students in Political Economy 402 visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their Political Economy 402 group projects. This is a course requirement and thus a requirement for the major.

### **MAJOR**

The Political Economy major requires students to complete eleven (11) courses: two introductory courses each in Economics and Political Science; one empirical methods course; three core courses specific to the Political Economy Program; and three electives, one from each of three categories. In order to balance students' educations, majors must take at least one elective in Economics and one elective in Political Science; the third elective may come from either Economics or Political Science. In light of the public policy orientation of the program, all majors are also required to complete one course with a substantial experiential education component which is related to the making or effect of public policy. The purpose of the experiential education requirement is for the student to get out into the world and interact with people in cases where the stakes are real, often involving some element of community service or participation in the political process or in the making of or analysis of public policy, in order to learn something about public policy that one cannot get from a purely academic experience. This requirement must be fulfilled prior to taking POEC 402. It can be fulfilled through a regular semester-length course (which might also serve as an elective in the major), a winter study course, a study abroad academic internship, a winter study internship, or a summer internship. The chair distributes a list of approved experiential courses to majors at the beginning of each academic year. For an internship to satisfy the requirement, its focus must be the making or effect of public policy. Approval of the chair is required to use an internship to fulfill this requirement.

### **Two Introductory Economics Courses**

1. ECON 110 Principles of Microeconomics
2. ECON 120 Principles of Macroeconomics

### **Two Introductory Political Science Courses**

3. PSCI 201 Power, Politics, and Democracy in America

4. PSCI 202 World Politics: An Introduction to International Relations

or PSCI 203 Introduction to Political Theory

or PSCI 204 Introduction to Comparative Politics: State, Nation, and Democracy

### One Empirical Methods Course

5. POEC 253 Empirical Methods in Political Economy

or ECON 255 Econometrics

### Three Political Economy Program Courses

6. POEC 250/ECON 299/PSCI 238 Economic Liberalism and Its Critics

7. POEC 401 Contemporary Problems in Political Economy

8. POEC 402 Political Economy of Public Policy Issues

### Three Elective Courses

Students must take at least one elective in Economics and at least one elective in Political Science; the third elective may come from either Economics or Political Science.

Please see the online catalog for up-to-date information on which courses are being offered in the current year.

### One Comparative Political Economy/Public Policy Course

[ECON 204 / ENVI 234 / ECON 507\(S\) LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[ECON 213 / ENVI 213\(F\) LEC Introduction to Environmental and Natural Resource Economics](#)

Taught by: [Sarah Jacobson](#)

[Catalog details](#)

[ECON 214 / ENVI 212\(F\) TUT The Economics and Ethics of CO2 Offsets](#)

Taught by: [Ralph Bradburd](#)

[Catalog details](#)

[ECON 232\(F\) LEC Financial Markets, Institutions and Policies](#)

Taught by: [Neal Rappaport](#)

[Catalog details](#)

[ECON 233 LEC Behavioral Economics and Public Policy](#)

Taught by: [Matthew Chao](#)

[Catalog details](#)

[ECON 238 / ENVI 238 LEC Sustainable Economic Growth](#)

Taught by: [Gregory Casey](#)

[Catalog details](#)

[ECON 240 / ASIA 241\(S\) TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 348 / ECON 548\(S\) LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)

[Catalog details](#)

[ECON 360 LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 377 LEC Inspiration/Perspiration: The Economics of Innovation](#)

Taught by: [Steven Nafziger](#)

[Catalog details](#)

[ECON 378\(F\) LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 381 / ECON 571\(S\) LEC Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 387 / ENVI 387 / ECON 522\(S\) LEC Economics of Climate Change](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 453\(S\) SEM Research in Labor Economics and Policy](#)

Taught by: [Owen Thompson](#)

[Catalog details](#)

[ECON 455\(F\) SEM Research in Economic History: Sources, Methods, and Applications](#)

Taught by: [Steven Nafziger](#)  
[Catalog details](#)

[ECON 465\(S\) SEM Pollution and Labor Markets](#)

Taught by: [Matthew Gibson](#)  
[Catalog details](#)

[ECON 470 SEM The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)  
[Catalog details](#)

[ECON 476 SEM Behavioral Economics: Theory and Methods](#)

Taught by: [Matthew Chao](#)  
[Catalog details](#)

[ECON 477 / ENVI 376\(F\) SEM Economics of Environmental Behavior](#)

Taught by: [Sarah Jacobson](#)  
[Catalog details](#)

[ECON 501\(F\) SEM Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)  
[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)  
[Catalog details](#)

[ECON 505\(F\) LEC Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)  
[Catalog details](#)

[ECON 508 / ECON 308\(S\) TUT Skills for a Modern Economy and How to Pay for Them](#)

Taught by: [David Evans](#)  
[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Gerard Caprio](#)  
[Catalog details](#)

[ECON 514 / ECON 389\(S\) SEM Tax Policy in Global Perspective](#)

Taught by: [Jon Bakija](#)  
[Catalog details](#)

[ECON 523 / ECON 379\(S\) SEM Program Evaluation for International Development](#)

Taught by: [Pamela Jakiela](#)  
[Catalog details](#)

[ECON 532 / ECON 375\(S\) TUT Inclusive Growth and Crisis Response: The Role of Social Protection Systems](#)

Taught by: [Michael Samson](#)  
[Catalog details](#)

[ECON 534 TUT Long Term Fiscal Challenges](#)

Taught by: [Peter Heller](#)  
[Catalog details](#)

[MAST 351 / PSCI 319 / ENVI 351\(F, S\) SEM Marine Policy](#)

Taught by: [Catherine Robinson Hall](#)  
[Catalog details](#)

[PSCI 224\(F\) SEM Neo-liberalism: What Is It and Why Does It Matter?](#)

Taught by: [Michael MacDonald](#)  
[Catalog details](#)

[PSCI 241 / SOC 241 SEM Meritocracy](#)

Taught by: [Darel Paul](#)  
[Catalog details](#)

[PSCI 246\(F\) SEM Introduction to Capitalism](#)

Taught by: [Sidney Rothstein](#)  
[Catalog details](#)

[PSCI 247 / ASIA 249\(S\) LEC Political Power in Contemporary China](#)

Taught by: [George Crane](#)  
[Catalog details](#)

[PSCI 253\(S\) LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)  
[Catalog details](#)

[PSCI 280\(S\) TUT Silicon Valley: Digital Transformation and Democracy](#)

Taught by: [Sidney Rothstein](#)  
[Catalog details](#)

[PSCI 284 SEM The Politics of Economic Crises](#)

Taught by: [Michael MacDonald](#)  
[Catalog details](#)

[PSCI 289 SEM The welfare state in comparative perspective](#)

Taught by: [Sidney Rothstein](#)  
[Catalog details](#)  
[PSCI 340 SEM Why States Fail](#)

Taught by: [Ngonidzashe Munemo](#)  
[Catalog details](#)  
[PSCI 342 SEM Beyond the welfare state](#)

Taught by: [Sidney Rothstein](#)  
[Catalog details](#)  
[PSCI 351 / GBST 351 LEC The New Left and Neoliberalism in Latin America](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[PSCI 380 / SOC 390\(S\) SEM Sex Marriage Family](#)

Taught by: [Darel Paul](#)  
[Catalog details](#)  
[PSCI 387\(S\) SEM The Firm](#)

Taught by: [Sidney Rothstein](#)  
[Catalog details](#)  
[PSCI 388 TUT Comparative Political Economy](#)

Taught by: [Ngonidzashe Munemo](#)  
[Catalog details](#)

### **One International Political Economy Course**

[ECON 215 / GBST 315\(S\) LEC Globalization](#)

Taught by: [Will Olney](#)  
[Catalog details](#)  
[ECON 218 / GBST 218\(S\) SEM Capital and Coercion](#)

Taught by: TBA  
[Catalog details](#)  
[ECON 514 / ECON 389\(S\) SEM Tax Policy in Global Perspective](#)

Taught by: [Jon Bakija](#)  
[Catalog details](#)  
[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Kenneth Kuttner](#)  
[Catalog details](#)  
[ECON 516 / ECON 366\(S\) SEM International Trade and Development](#)

Taught by: [Will Olney](#)  
[Catalog details](#)  
[PSCI 226 / GBST 226 / LEAD 226\(S\) LEC Aid, Arms, and Armies: The Politics of Intervention in Africa](#)

Taught by: [Elizabeth Iams Wellman](#)  
[Catalog details](#)  
[PSCI 228 LEC International Organization](#)

Taught by: [Cheryl Shanks](#)  
[Catalog details](#)  
[PSCI 229\(S\) LEC Global Political Economy](#)

Taught by: [Darel Paul](#)  
[Catalog details](#)  
[PSCI 266 LEC The United States and Latin America](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[PSCI 322 / GBST 321 / LEAD 324\(F\) SEM Migration Governance: A Global Perspective](#)

Taught by: [Elizabeth Iams Wellman](#)  
[Catalog details](#)

### **One U.S. Political Economy and Public Policy Course**

[ECON 203 / WGSS 205 LEC Gender and Economics](#)

Taught by: [Lucie Schmidt](#)  
[Catalog details](#)  
[ECON 205 SEM Public Economics](#)

Taught by: TBA  
[Catalog details](#)  
[ECON 220\(F\) LEC We Hold These Truths: Growth, Change, and Struggle in American Economic History](#)

Taught by: [Steven Nafziger](#)  
[Catalog details](#)  
[ECON 230 LEC The Economics of Health and Health Care](#)

Taught by: [Lara Shore-Sheppard](#)  
[Catalog details](#)  
[ECON 257\(S\) LEC The Economics of Race](#)

Taught by: [Owen Thompson](#)  
[Catalog details](#)  
[ECON 374 TUT Poverty and Public Policy](#)

Taught by: [Lara Shore-Sheppard](#)  
[Catalog details](#)  
[ECON 383 LEC Cities, Regions and the Economy](#)

Taught by: [Stephen Sheppard](#)  
[Catalog details](#)  
[ECON 456\(F\) SEM Income Distribution](#)

Taught by: [Sara LaLumia](#)  
[Catalog details](#)  
[ECON 468 SEM Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)  
[Catalog details](#)  
[ENVI 307 / PSCI 317\(F\) LEC Environmental Law](#)

Taught by: [David Cassuto](#)  
[Catalog details](#)  
[PSCI 208 SEM Wealth in America](#)

Taught by: [Cathy Johnson](#)  
[Catalog details](#)  
[PSCI 209 / WGSS 209\(F\) SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)  
[Catalog details](#)  
[PSCI 215 / LEAD 215\(S\) SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)  
[PSCI 216 / LEAD 216\(F\) LEC American Constitutionalism I: Structures of Power](#)

Taught by: [Justin Crowe](#)  
[Catalog details](#)  
[PSCI 217 / LEAD 217\(S\) LEC American Constitutionalism II: Rights and Liberties](#)

Taught by: [Justin Crowe](#)  
[Catalog details](#)  
[PSCI 252\(F\) LEC Campaigns and Elections](#)

Taught by: [Matthew Tokeshi](#)  
[Catalog details](#)  
[PSCI 308 SEM In Search of the American State](#)

Taught by: [Nicole Mellow](#)  
[Catalog details](#)  
[PSCI 310 / LEAD 332 SEM New York City Politics from the Blackout to Bloomberg](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)  
[PSCI 311 / LEAD 311\(F\) SEM Congress](#)

Taught by: [Cathy Johnson](#)  
[Catalog details](#)  
[PSCI 314 / LEAD 314 TUT How Change Happens in American Politics](#)

Taught by: [Nicole Mellow](#)  
[Catalog details](#)  
[PSCI 316 SEM Policy Making Process](#)

Taught by: [Cathy Johnson](#)  
[Catalog details](#)  
[PSCI 321\(F\) SEM Immigration Politics in the U.S.](#)

Taught by: [Matthew Tokeshi](#)  
[Catalog details](#)  
[PSCI 353\(F\) SEM What is Democracy?](#)

Taught by: [Michael MacDonald](#)  
[Catalog details](#)

## **CREDIT FOR COURSEWORK DONE ELSEWHERE**

The three Political Economy Program courses (POEC 250, 401, and 402) must be completed at Williams without exception. Students are strongly encouraged to complete the empirical methods course (POEC 253 or ECON 255) and PSCI 201 at Williams, as versions of these courses offered elsewhere are usually highly imperfect substitutes that will not provide adequate preparation for the senior seminars; students may in rare cases be able to complete either of these requirements during study at another college or university (e.g. during study abroad), but only with prior permission

from the chair. The three electives and other introductory courses in Political Science may be completed during study at another college or university (e.g. during study abroad) with permission of the chair. The general policy of the Program is to grant credit for one course per semester abroad and in extraordinary circumstances, credit for three courses for an entire year abroad. Students who score a 5 on the AP exam in Microeconomics, Macroeconomics, or Comparative Government and Politics may receive credit towards the major for the cognate introductory economics or political science course(s). Credit for A levels and IB exams in Economics and for introductory microeconomics and macroeconomics classes taken at other colleges and universities (subject to approval by the Economics department study away coordinator) is given consistent with the current policy of the Economics Department. Students whose economics department placement exam scores allow them to place out of ECON 110 and/or ECON 120 may receive credit towards the major for the corresponding class. No substitute higher-level coursework is required for majors receiving credit in this way, although it is certainly encouraged. Students cannot substitute AP credit for PSCI 201.

## **RECOMMENDED PROGRESSION THROUGH THE REQUIRED MAJOR COURSES**

ECON 110 and 120 are prerequisites for many higher level POEC and ECON classes. Therefore it is best to take these during your freshman year if you are thinking about majoring in Political Economy. You should also take any of PSCI 201, 202, 203, or 204 in your first year if possible, as you need at least one of those as a prerequisite or co-requisite for POEC 250. As all POEC majors must take PSCI 201 and enrollment preference always goes to underclass students, definitely take that in your first or second year. You should also ensure that your math coursework is sufficient in your first year. MATH 130 (Calculus I) or the equivalent is a prerequisite for the POEC methodology requirement (POEC 253 or ECON 255). You might also consider taking STAT 161 or STAT 201 early on, as that would give you the option of taking ECON 255.

Students should plan to take POEC 250 and POEC 253 (or ECON 255) during the sophomore and junior years, keeping in mind that both POEC 250 and POEC 253 are offered only in the fall, and that ECON 255 requires STAT 161, STAT 201, or STAT 202 as a prerequisite. POEC 401, taken fall of senior year, requires POEC 253 or ECON 255 as a prerequisite, so that prerequisite must be completed before the start of senior year. Students should also get started on their electives during sophomore and junior year.

## **THE DEGREE WITH HONORS IN POLITICAL ECONOMY**

Due to the special demands of this interdisciplinary major, the only route to honors in Political Economy is the thesis. Seniors may pursue the honors thesis course (Political Economy 493-W31) during the fall semester and winter study period. The third course contributing to such an honors program would normally be an elective in Political Science or Economics taken during the junior year. This course, which may be one of the required electives, must be closely related, indeed must prepare the ground for the honors thesis.

Juniors in the Political Economy major with at least a 3.5 GPA in the program may apply for the honors thesis program by means of a written proposal submitted to the chair by mid-April. Written guidelines for such proposals are available on the program website. The proposal should have been discussed with at least two faculty members, and at least one faculty advisor from each discipline must be solicited by the student prior to submission of the proposal.

Final decisions about admission to the honors program will be made in late May after spring grades become available.

To achieve the degree with honors in Political Economy, the thesis must be completed by the end of winter study period and be judged of honors quality by a committee consisting of the two advisors and a third reader. A thesis judged to be of particular distinction will qualify its author for the degree with highest honors.

## **STUDY ABROAD**

Despite the fact that Political Economy requires more courses than the typical major, many Political Economy majors go abroad. The easiest major credits to obtain abroad are the electives in Political Science and Economics. Since POEC 250 and POEC 253 are only offered in the fall, students considering spending only one semester abroad typically find spring to be the better choice. Nonetheless, many students study away for the fall or the whole year. If you expect to be away during the fall of your junior year, it is critical that you either: (a) take POEC 253 in the fall of your sophomore year; or (b) complete MATH 130 as well as STAT 161 or 201 early enough that you can take ECON 255 (which is offered every semester) before the end of your junior year. In addition, if you expect to be away fall of junior year, you should be sure to take POEC 250 in the fall of your sophomore year.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the program.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No, although because so many of the classes in the program are Williams-specific, there is an effective limit of 2-3.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. Only Economics or Political Science courses can be awarded credit, and they must satisfy one of the elective categories (or in rarer cases one of the ECON or PSCI intro requirements).

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The POEC major requires 3 specific POEC courses (250, 401, and 402), and one empirical methods course (POEC 253 or ECON 255). The POEC courses are only offered in a single semester (fall for 250, 253, and 401 and spring for 402), and 401 and 402 must be taken in the senior year. 253 can be replaced with ECON 255, which is offered in fall or spring, but ECON 255 has an additional prerequisite of STAT 161, STAT 201, or STAT 202. Studying abroad in POEC requires careful planning.

### **POEC 250 (F) Economic Liberalism and Its Critics**

**Cross-listings:** ECON 299 PSCI 238 POEC 250

#### **Primary Cross-listing**

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

**Class Format:** This class uses a flipped classroom approach, where before each class meeting, students watch a lecture video, and sometimes write an essay or solve some problems on relating to the assigned reading and video, and then in-person class is devoted primarily to discussion.

**Requirements/Evaluation:** six short essays, several short homework assignments, and a final exam

**Prerequisites:** ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

**Enrollment Limit:** 30

**Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 299 (D2) PSCI 238 (D2) POEC 250 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm William M. Gentry, James E. Mahon

**POEC 253 (F) Empirical Methods in Political Economy (QFR)**

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal--an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

**Requirements/Evaluation:** Problem sets, group project, midterm exam, final exam

**Prerequisites:** MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

**Enrollment Limit:** 20

**Enrollment Preferences:** Political Economy majors, Environmental Policy majors and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

**Attributes:** PHLH Statistics Courses POEC Required Courses

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Anand V. Swamy

**POEC 397 (F) Independent Study: Political Economy**

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Darel E. Paul

**POEC 398 (S) Independent Study: Political Economy**

Open to juniors or seniors majoring in Political Economy, with approval of a faculty supervisor and the chair.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Darel E. Paul

**POEC 401 (F) Contemporary Problems in Political Economy**

This course examines contemporary problems in political economy at and across diverse spatial scales. Using both Economics and Political Science methods of analysis, students will study the way societies respond to the myriad risks facing its citizens. The goal of this course is both to build upon theoretical debates encountered in POEC 250 as well as to prepare students for the public policy analysis they will do in POEC 402.

**Requirements/Evaluation:** one 5-7 page paper; one 10-12 page final policy paper; multiple in-class group presentations; class participation

**Prerequisites:** ECON 110 and 120; PSCI 201; PSCI 202, 203, or 204, or equivalent; POEC 253 or ECON 255 or equivalent, or permission of instructor; open to non-majors

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Economy majors

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required for the Political Economy major

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives POEC Required Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Sidney A. Rothstein, David J. Zimmerman

### **POEC 402 (S) Political Economy of Public Policy Issues**

In this course, students form groups that conduct a political and economic analysis of a public policy issue of their choosing. They do extensive reading, conduct interviews in Washington, D.C. (during spring recess), write a major report on their findings and recommendations, and present and defend their findings in a public talk. Students visit Washington, D.C. Sunday night through Wednesday of the first week of spring vacation to conduct interviews relating to their group projects. This is a course requirement.

**Class Format:** student presentations

**Requirements/Evaluation:** group policy projects including an 80- to 100-page paper and 2-hour presentation

**Prerequisites:** POEC 253 or ECON 255, POEC 250, POEC 401; open only to Political Economy majors

**Enrollment Limit:** 19

**Enrollment Preferences:** open only to Political Economy majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required for the Political Economy major

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses POEC Required Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm William M. Gentry, Cathy M. Johnson

### **POEC 493 (F) Honors Thesis: Political Economy**

Political Economy independent study.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Cathy M. Johnson, David J. Zimmerman

### **Winter Study -----**

### **POEC 31 (W) Honors Thesis: Political Economy**

To be taken by students registered for Political Economy 493.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Cathy M. Johnson

**POEC 99 (W) Independent Study: Political Economy**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Darel E. Paul

## POLITICAL SCIENCE (Div II)

Chair: Professor Mark Reinhardt

- George T. Crane, Edward S. Greenbaum 1910 Professor in Political Science
- Justin Crowe, Chair of Leadership Studies and Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Laura D. Ephraim, Associate Professor of Political Science; on leave 2022-2023
- Galen E Jackson, Assistant Professor of Political Science
- Joy A. James, Ebenezer Fitch Professor of Humanities; affiliated with: Humanities, Political Science
- Cathy M. Johnson, James Phinney Baxter III Professor of Political Science
- Michael D. MacDonald, Frederick L. Schuman Professor of International Relations
- James E. Mahon, Woodrow Wilson Professor of Political Science
- James McAllister, Fred Greene Third Century Professor of Political Science; affiliated with: Political Science, Leadership Studies; on leave 2022-2023
- Nicole E. Mellow, Chair and Ephraim Williams Professor of Political Science; affiliated with: Political Science, Leadership Studies
- Nimu Njoya, Lecturer in Political Science
- Darel E. Paul, Professor of Political Science, Chair of Political Economy Program; affiliated with: Political Science, Political Economy
- Mark T. Reinhardt, Class of 1956 Professor of American Civilization; affiliated with: Political Science, American Studies
- Neil Roberts, Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Africana Studies, Religion, Political Science; on leave 2022-2023
- Sidney A. Rothstein, Assistant Professor of Political Science
- Cheryl Shanks, Professor of Political Science
- Matthew Tokeshi, Assistant Professor of Political Science
- Mason B. Williams, Assistant Professor of Leadership Studies and Political Science; affiliated with: Leadership Studies, Political Science

Politics is most fundamentally about forging and maintaining community, about how we manage to craft a common destiny guided by shared values. Communities need a way to reconcile conflicts of interest among their members and to determine their group interest; they need to allocate power and to determine its just uses. Power may be used wisely or foolishly, rightly or cruelly, but it is always there; it cannot be wished away. Political science attends to the ways that social power is grasped, maintained, challenged, or justified. The contests over power and the values that it should be used to further give politics its drama and pathos. The effort to understand politics aims not only to describe and explain, but also to improve political life.

The Political Science major is structured to allow students either to participate in the established ways of studying politics or to develop their own focus. To this end, the department offers two routes to completing the major, each requiring nine courses. We invite students either to organize their major through the subfields that structure the discipline of political science (American politics, international relations, political theory, and comparative politics), or to develop individual concentrations reflecting their particular interests, regardless of subfields.

### MAJOR

**Subfield Concentration Route:** Upon declaring a major, students choose one subfield: American politics, international relations, political theory, or comparative politics. The subfield concentration draws at least four (4) of the nine courses from one subfield including the appropriate core course from 201-204, two electives of the student's choice at the 200 or 300 level and the senior seminar (or an individual project) in the student's subfield. Students selecting political theory as their subfield concentration must take Political Science 231 or Political Science 232 as one of their four subfield courses, in addition to taking Political Science 203 and prior to taking Political Science 430. With permission of the department chair, students may take a senior seminar in a different subfield, providing they take a third elective in the subfield of concentration. In addition, students must take courses in two subfields outside the subfield of concentration to satisfy the breadth requirement (all methods courses also count toward the breadth requirement). The faculty advisor must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two

100-level courses can count toward the major.

**Individual Concentration Route:** Alternatively, students may devise a concentration of their own. In this event, the student prepares a curricular plan in consultation with a faculty advisor, explaining the nature of the concentration and the courses the student will take. The individual concentration also requires nine (9) courses, with at least five (5) thematically linked courses constituting the concentration. Of these five courses, four are electives at the 200 or 300 level, including one from 201-204, and one is a senior seminar or individual project. In addition, students pursuing an individual concentration must take at least two other courses that illustrate breadth in political science. To complete the requirement, the student has their choice of any two other courses within the Political Science Department. The faculty advisor and the department chair must approve the student plan. All students must take at least one 300-level course and one research course to complete the major. (Most senior seminars are also research courses but, especially in political theory, not all are.) In addition, no more than two 100-level courses can count toward the major.

## **ADVISEMENT**

When a student chooses to major in Political Science (usually at the end of the sophomore year), they may register with any Political Science faculty member. The registering faculty member will ask for preferences for a permanent faculty advisor and will assist undecided students in finding an advisor. In all cases, students will be paired by the beginning of junior year with an advisor who will continue with them through graduation.

## **COURSE NUMBERING**

The course numbering used by the Political Science Department reflects the format and specialization of a course. The 100-level courses are designed to address political topics from multiple subfield perspectives; many are seminars designed for first-year students. The 200-level courses are divided between our core courses and our electives. The core courses, numbered from 201-204, serve as introductions both to the substance of politics and the subfields organizing the study of politics. The introductory subfield course must be completed before the senior year. The 200-level elective courses delve into political processes, problems and philosophies. 100-level and 200-level courses have no prerequisites. 300-level courses are more specialized and have prerequisites. 400-level courses are senior seminars offered for students in the major; senior seminars also are open to juniors and to non-majors if space permits. In general, the main subfield of non-core courses can be read from the middle digit of the course number: 0, 1 or 5 for American politics; 2 or 6 for international relations; 3 or 7 for political theory; 4 or 8 for comparative politics. Because the relevant course number is not available, and as some courses may not fit the subfields, please check the "attributes" entry to confirm how the course is categorized by the department.

## **WINTER STUDY PROJECT**

The department welcomes relevant WSP 99 proposals that can make important contributions to the student's understanding of public affairs and politics. Majors, seniors, and students without previous WSP 99 experience have preference.

## **THE JUNIOR YEAR ABROAD**

A major in Political Science can be readily and usefully combined with study off-campus. Generally, only one course taken per semester abroad in a program approved by the College may be counted toward the requirements for a degree in Political Science.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, though sometimes a syllabus may be needed. How much we need may depend on our familiarity with the institution or program.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Typically we allow not more than one course per semester, or two per year, to count for major credit. In special circumstances, the chair may consider granting an exemption and allow an additional course.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No, although this depends on the course. If, after considering description and institution we feel it is not rigorous enough, we will not count it.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. We do not allow the senior seminar requirement to be fulfilled by study abroad.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No. One such required course (either Ancient or Modern Political Thought for those specializing in political theory within the major) can be fulfilled by an appropriate study abroad course.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

When issues arise that's almost always because the student did not keep department adequately informed of evolving plans.

### **PREPARATION FOR GRADUATE STUDY**

The Department recommends that students contemplating graduate school, especially if they plan to study fields outside political theory, take a course in research and quantitative methods, such as PSCI 300 or, if it is not taught, ECON/POEC 253.

### **THE DEGREE WITH HONORS IN POLITICAL SCIENCE**

To become a candidate for honors the student must (1) apply in the second semester of the junior year, (2) submit a research proposal acceptable to the department's honors committee and for which an appropriate advisor is available, (3) have a record of academic excellence in Political Science. The last includes not only the student's cumulative GPA in Political Science, generally 3.5 or above, but also demonstrated research and writing skills, evidenced by one or two examples of graded work submitted along with the thesis proposal. Along with the successful completion of a high-quality thesis, the degree with honors in Political Science requires enrollment in the year-long senior thesis seminar, in addition to the other nine (9) courses of the regular major requirements.

### **ADVANCED STUDY IN AMERICAN POLITICS**

The Department of Political Science provides the opportunity for an unusually gifted student to engage in an entire year's advanced research in American politics under singularly favorable conditions. Supported by income derived from an endowment fund, the student, designated the Sentinels of the Republic Scholar (after the name of the fund), receives a substantial research stipend to cover costs associated with the proposed project.

This unique research course (Political Science 481-W33-482) is designed to encourage the pursuit of excellence among the most talented Williams students of Political Science. Admission to it is awarded to the most distinguished candidate on the basis of demonstrated capacity for outstanding work and of the project's promise for creative contributions to the understanding of American politics, political institutions and thought.

### **PSCI 118 (F) Power to the People?**

Popular unrest. The resurgence of authoritarian styles and practices in politics. Democratic collapse. Political tumult around the globe in recent decades has put elites, and others, on edge as young democracies have collapsed and longer standing ones appear to be stumbling. In the United States, basic stability and democratic expansion have been accompanied by increasing citizen distrust of institutions, growing social divisions, contestation over basic citizenship rights, and political violence. The pandemic, related economic distress, social protests and insurrection have only sharpened the precarious state of U.S. democracy. Acute observers have long seen the U.S. as a harbinger of the promise and peril of modern democracies. What is the fate of democracy in the U.S.? What does that portend, if anything, for other democracies, or for the general principle of popular sovereignty--the idea that the people govern themselves? We investigate these and related questions, primarily through active, project-based group research activities, guided by political theory and empirical research in the social sciences. Our investigation will include substantial class-time collaboration with a similarly structured undergraduate course taught by a sociologist at Johns Hopkins University and may include an optional weekend research trip.

**Requirements/Evaluation:** active class participation, three 4-page essays, multiple group assignments, and class presentations

**Prerequisites:** first-year students

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses PSCI American Politics Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Nicole E. Mellow

## **PSCI 120 (S) America and the World**

**Cross-listings:** LEAD 120 GBST 101 PSCI 120 GBST 103

### **Primary Cross-listing**

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

**Class Format:** discussion

**Requirements/Evaluation:** short papers, class participation, and final exercise

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2) GBST 103 (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

## **PSCI 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies**

**Cross-listings:** PSCI 155 LEAD 125 LEAD 155 PSCI 125

### **Secondary Cross-listing**

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. The first part of the course will examine key theoretical problems that have occupied political thinkers from Plato and Confucius to Machiavelli and the American framers: What makes a leader successful? What kinds of regimes best serve to encourage good leaders and to constrain bad ones? What is the relationship between leadership and morality-can the ends justify the means? What functions does leadership fill, and what challenges do leaders face, in modern democratic states? The second half of the course will look at leaders in action, charting the efforts of politicians, intellectuals, and grassroots activists to shape the worlds in which they live. Case studies will include antislavery politics and the American Civil War; the global crises of the 1930s and 1940s; and the social movements of the 1960s and 1970s. In addition to active class participation, students will be expected to write a 5-page proposal for a research paper on a leader of their choice, a 10-page research paper, an in-class midterm exam, and a cumulative, in-class final exam.

**Requirements/Evaluation:** active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and a cumulative in-class final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** subfield open in Political Science major

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 155 (D2) LEAD 125 (D2) LEAD 155 (D2) PSCI 125 (D2)

**Attributes:** LEAD American Domestic Leadership

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

**PSCI 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**PSCI 127 (S) America First? The Trump Era and the Future of World Politics**

**Cross-listings:** LEAD 127 PSCI 127

**Primary Cross-listing**

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930's. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

**Requirements/Evaluation:** two analytical essays, short response papers, and final group project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** potential political science majors and leadership studies concentrators (foreign policy track)

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 127 (D2) PSCI 127 (D2)

**Attributes:** PSCI International Relations Courses

Not offered current academic year

### **PSCI 132 (S) Contemporary Africana Social and Political Philosophy**

**Cross-listings:** AMST 132 PSCI 132 AFR 132

Secondary Cross-listing

This introductory seminar investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy: the African, Afro-North American, and Afro-Caribbean intellectual traditions. We will discuss a range of thinkers including Dionne Brand, Aimé Césaire, Angela Davis, Édouard Glissant, Kwame Gyekye, Paget Henry, bell hooks, Katherine McKittrick, Charles Mills, Nkiru Nzegwu, Oyèrónke Oyewùmí, Ngugi wa Thiong'o, Cornel West, and Sylvia Wynter. A primary goal of the course is to provide students with the intellectual resources to decipher problems central to philosophical discourse and to allow students an opportunity to apply what they learn to critical issues in current geopolitics.

**Requirements/Evaluation:** attendance and participation, two 5- to 7-page essays, and one 10-page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** first- and second-year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 132 (D2) PSCI 132 (D2) AFR 132 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives GBST Borders, Exiles + Diaspora Studies Electives JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 135 (F) Politics after the Apocalypse**

**Cross-listings:** STS 135 PSCI 135

Primary Cross-listing

What shape will politics take after the apocalypse? Even before the coronavirus pandemic gave us reason to wonder if we are, in fact, living through an apocalypse, speculation about the end of the world and its aftermath pervaded recent television, movies, literature, philosophy, and critical theory. In this class we draw these works into conversation with political theories of the "state of nature" and "state of exception" to better understand what political possibilities are opened and foreclosed in times of crisis. What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? What does it say about pre-pandemic politics that we were so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? And how will the unfolding pandemic change how we respond to these stories? Class will be driven primarily by discussion, typically introduced by a brief lecture.

**Requirements/Evaluation:** two 3-5 page papers, one short story (7-15 pages and including an explanatory cover letter), contributions to a class project documenting and analyzing the pandemic, and class participation

**Prerequisites:** first- or second-year students, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 135 (D2) PSCI 135 (D2)

**Attributes:** PSCI Political Theory Courses

Not offered current academic year

**PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, to be selected randomly from list of those enrolled.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Cheryl Shanks

**PSCI 201 (F)(S) Power, Politics, and Democracy in America**

Begun as an experiment over 200 years ago, the United States has grown into a polity that is simultaneously praised and condemned, critiqued and mythologized, modeled by others and remodeled itself. This course introduces students to the dynamics and tensions that have animated the American political order and that have nurtured these conflicting assessments. Topics include the founding of the American system and the primary documents (the Declaration of Independence, the Constitution, and the Federalist Papers), the primary institutions of national government then and now (Congress, the presidency, and the Supreme Court), and the politics of policy-making in the United States. We study structures, processes, key events, and primary actors that have shaped American political development. In investigating these topics, we explore questions such as these: How is power allocated? What produces political change? Is there a trade-off between democratic accountability and effective governance? How are tensions between liberty and equality resolved? Do the institutions produce good policies, and how do we define what is good?

**Requirements/Evaluation:** depending on the section, some combination of response papers, short-to-medium papers, projects, exams, and class participation

**Prerequisites:** this is an introductory course, open to first-year students and sophomores; juniors and seniors may enroll only with the permission of instructor and under special circumstances

**Enrollment Limit:** 30

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** JLST Interdepartmental Electives POEC Required Courses PSCI American Politics Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Justin Crowe

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Matthew Tokeshi

### **PSCI 202 (F)(S) World Politics: An Introduction to International Relations**

World politics is often taken to be an arena of human interaction unto itself, where the concepts that serve us well in understanding domestic politics and our everyday public lives--democracy, law, institutions, morality, authority--are displaced by their opposites--rule by the strong, use of force, raison d'etat, anarchy. In particular, the discipline of International Relations claims special responsibility for analyzing and explaining this arena. But how different is world politics? We live in a world in which resolutions of the United Nations Security Council carry the aura of law and authority; human rights are held up as universal moral standards; international treaties regularly restrain supposedly sovereign states in regulating their domestic economies; culture, wealth and information surge transnationally, and the vast majority of wars are now 'civil' ones. This course is about politics at the world scale and the myriad ways in which scholars and practitioners interpret and explain it. We start by covering international relations theories, and then turn to the international politics of war and peace, trade and globalization, human rights and climate change.

**Requirements/Evaluation:** 2 papers, 6-8 pages in length; final exam; class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** international relations subfield

**Distributions:** (D2)

**Attributes:** POEC Required Courses PSCI International Relations Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Galen E Jackson

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Cheryl Shanks

LEC Section: 02 TR 11:20 am - 12:35 pm Cheryl Shanks

### **PSCI 203 (F)(S) Introduction to Political Theory**

Is politics war by other means? Is it merely a practical way to meet our needs? Or is it, rather, the activity through which citizens pursue justice and the good life? And what is justice? How can it be established and secured? Where does it apply? To whom? What are the powers and obligations of citizenship? Who decides? On what basis? Political theory addresses questions such as these as it investigates the fundamental problems of how people can, do, and ought to live together. The questions have sparked controversy since the origins of political thinking; the answers remain controversial now. This course addresses the controversies, drawing examples from struggles over such matters as racism, colonialism, revolution, political founding, economic order, and the politics of sex and gender, while focusing on major works of ancient, modern, and contemporary theory by such authors as Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Mill, Marx, Nietzsche, Beauvoir, Arendt, Fanon, Rawls, Foucault, and Young. Themes may include power, authority, freedom, justice, equality, democracy, neoliberalism, feminism, and violence, though the emphases will vary from semester to semester.

**Requirements/Evaluation:** Three papers, class participation, and occasional informal writing/Glow posts.

**Prerequisites:** none; this is an introductory course, open to all, including first-year students

**Enrollment Limit:** 25

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** LEAD Ethical Issues of Leadership PHIL Related Courses POEC Required Courses PSCI Political Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Mark T. Reinhardt

SEM Section: 02 TR 9:55 am - 11:10 am Mark T. Reinhardt

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Nimu Njoya

### **PSCI 204 (F)(S) Introduction to Comparative Politics**

The comparative study of politics looks mainly at what goes on *inside* countries, the domestic dynamics of power and institutions and identities. The purpose is to deepen our understanding of politics. In this class we will consider a number of analytic concepts central to the study of politics generally--the state, legitimacy, democracy, authoritarianism, nationalism--to comprehend political processes and transformations in various parts of the world. We will focus particularly on three themes: what is democracy and how might it fail? Why do certain authoritarian regimes persist while others do not? What is political contention and how is it manifest in various contexts?

**Requirements/Evaluation:** 2-3 short papers, a midterm and/or final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Required Courses PSCI Comparative Politics Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm George T. Crane

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm James E. Mahon

### **PSCI 208 (F) Wealth in America (WS)**

The pursuit of wealth is an important feature of American political identity, captured by the ideas of the American dream and the Protestant work ethic. The accumulation of wealth has been lauded as both a worthy individual activity and a vital component of the nation's public interest. Yet inequality in wealth may conflict with the political equality necessary for democratic governance and public trust, leading to concerns that we are sacrificing community, fairness, and opportunity for the benefit of a small portion of the population. This course focuses on questions about the public value of wealth and its accumulation, which have become more pressing now that the richest one percent of Americans own about 40 percent of privately held wealth. Some readings will be historical, particularly those focusing on American political thought and the politics of the Gilded Age. Most readings will focus on contemporary political debates about the accumulation, concentration, and redistribution of wealth.

**Requirements/Evaluation:** four 5-page papers and a final 10-page paper that is a revision and extension of a short paper

**Prerequisites:** none; not suitable for first-year students

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors with concentration in American politics and Political Economy majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** American concentration

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Four 5-page papers, peer review, and a revision of extension of one of these papers into a 10-page paper at the end of the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

### **PSCI 209 (F) Poverty in America**

**Cross-listings:** WGSS 209 PSCI 209

#### **Primary Cross-listing**

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

**Requirements/Evaluation:** class participation, two or three short papers, and a final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 209 (D2) PSCI 209 (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

### **PSCI 212 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)**

**Cross-listings:** LEAD 205 PSCI 212

#### **Secondary Cross-listing**

America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

**Requirements/Evaluation:** bi-weekly short writing assignments, term paper, midterm and final in-class exams

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Leadership Studies concentrators and Political Science majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 205 (D2) PSCI 212 (D2)

**Difference, Power, and Equity Notes:** Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

### **PSCI 214 (S) Racial and Ethnic Politics in America**

Arguably, the dominant discourse in American politics today is about race. Race is connected to salient issues like immigration and police conduct; to politicians across the political spectrum; and (some argue) to virtually everything in American politics, including fundamental concepts that have no manifest racial content, like partisanship and the size and scope of government. We will evaluate the role of race as it relates to public opinion, political behavior, campaigns, political institutions, and public policy debates, with special attention devoted to the nature of racial attitudes. Most of the course will focus on the historical and contemporary relations between whites and African Americans, but we will also explore topics involving other pan-ethnic communities, particularly Latinos and Asian Americans.

**Requirements/Evaluation:** class participation, one to two short papers (5-7 pages), one medium paper (8-12 pages), an oral presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** poli sci majors first, seniors second, juniors third, sophomores fourth

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSCI American Politics Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Matthew Tokeshi

### **PSCI 215 (S) Race and Inequality in the American City**

**Cross-listings:** LEAD 215 PSCI 215

Primary Cross-listing

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

**Requirements/Evaluation:** class participation; several short essays and a longer paper with presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 215 (D2) PSCI 215 (D2)

**Attributes:** GBST Urbanizing World Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Mason B. Williams

### **PSCI 216 (F) American Constitutionalism I: Structures of Power**

**Cross-listings:** PSCI 216 LEAD 216

#### **Primary Cross-listing**

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaking, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the contemporary conservative ascendancy. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

**Class Format:** discussion

**Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 216 (D2) LEAD 216 (D2)

**Attributes:** JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Justin Crowe

### **PSCI 217 (S) American Constitutionalism II: Rights and Liberties**

**Cross-listings:** LEAD 217 PSCI 217

### Primary Cross-listing

How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional rights and constitutional meaning in American history.

**Requirements/Evaluation:** three 5- to 7-page essays, a final exam, and class participation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 217 (D2) PSCI 217 (D2)

**Attributes:** JLST Interdepartmental Electives LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Justin Crowe

### PSCI 218 (S) The American Presidency

**Cross-listings:** PSCI 218 LEAD 218

### Primary Cross-listing

Many argue that the presidency has been fundamentally changed by the tenure of Donald Trump. Is this right? To study the presidency is to study human nature and individual personality, constitution and institution, rules and norms, strategy and contingency. This course will examine the problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be constructed with sufficient energy to govern and also be democratically accountable? What are the limits on presidential power? How much do we attribute the shaping of politics to the agency of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency different in foreign and domestic policy? How are national security concerns balanced with the protection of civil rights and liberties? How is the office and purpose of the presidency affected by an economic order predicated on private capital? By the character of the occupant? Exploration of these and other questions will lead us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive interactions, social movement and interest group relations, and the media. Attention will focus largely on the modern presidency, though older historical examples will also be used to help us gain perspective on these problems.

**Class Format:** The course will feature both seminar discussion and several small group research projects.

**Requirements/Evaluation:** three 5 to 7 page papers, small group projects, and class participation involving weekly writing

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors and Leadership studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 218 (D2) LEAD 218 (D2)

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI American Politics Courses

Not offered current academic year

**PSCI 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** PSCI 219 INTR 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 219 (D2) INTR 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

**PSCI 220 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)**

**Cross-listings:** ASIA 208 GBST 208 PSCI 220 ANTH 208

Secondary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 208 (D2) GBST 208 (D2) PSCI 220 (D2) ANTH 208 (D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am David B. Edwards

**PSCI 221 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**PSCI 222 (S) International Relations in the Cyber Age**

This is a class about international politics in the age of cyberweapons. At a general level, it focuses on a set of core conceptual questions: How has the advent of cyberweapons changed how international politics works? Are cyberweapons that target critical infrastructure similar to nuclear weapons, or is that comparison fundamentally flawed? Do concerns about information security alter states' most basic political calculations? How can we expect cyberweapons to shape the future of warfare, intelligence, and security competition? How effective are strategies like cross-domain deterrence? Should the world try to regulate the use of these technologies and, if so, how exactly? The course begins with several sessions that provide a technical overview of key information security concepts and an examination of some prominent hacks. In addition, the beginning of the course will include several classes on the theoretical implications of the advent of the cyber age, as well as a brief historical overview of information security in the post-World War II period. From there, the course will cover a number of important topics and case studies, such as Stuxnet, NotPetya, cyber espionage, intellectual property theft, threats to critical infrastructure, misinformation, propaganda, election interference, the potential implications of quantum computing, and the prospects for the establishment of an international cyber arms control regime. In general, the course will focus on competition between some of the world's premier cyber powers, such as China, Iran, Israel, North Korea, Russia, and the United States.

**Requirements/Evaluation:** Class participation; Two analytical essays, 6-7 pages in length; Final exam

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors, IR subfield

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 12:15 pm Galen E Jackson

### **PSCI 223 (F) International Law**

International law embodies the rules that govern the society of states. It spells out who can be a sovereign state and how to become one, what states can do, what they cannot do, and who can punish transgressions. It also creates status for other actors, such as international organizations, soldiers, national liberation movements, refugees, terrorists, transnational air and sea shipping companies, and multinational corporations. International law is similar to domestic law, with one very crucial difference: it is not enforced by a centralized, sovereign state. There is no world government. In most other respects, it is the same: it protects the status quo, including the unequal distribution of power among its members; it spells out legitimate and illegitimate ways of resolving conflicts of interest; it is biased toward the powerful and legitimates their interests; it tells its members how to act to coordinate their interests and minimize direct conflict; some of it is purely aspirational, some of it necessary for survival. Like domestic law, it is enforced only some of the time, and then against the weak more than the strong. Yet, law is still where we look for justice and, perhaps, for power to be tamed by the pressure to be legitimate.

**Requirements/Evaluation:** quizzes, Glow posts, two papers on assigned topics, two projects (video, audio, or paper)

**Prerequisites:** None, although those who have not taken PSCI 202 at Williams will be required to review one lecture ppt, then pass a basic quiz based on it by the end of the first week.

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors, JLST concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** International relations subfield

**Distributions:** (D2)

**Attributes:** JLST Interdepartmental Electives PSCI International Relations Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Cheryl Shanks

### **PSCI 224 (F) Neo-liberalism: What Is It and Why Does It Matter?**

We live in the era of neo-liberalism. But what does this mean? This course will focus on neo-liberalism in comparative perspective, looking mainly at the US and Europe. It will consider how neo-liberalism is defined, the role of states in making and maintaining neo-liberalism, the centrality of markets to neo-liberal conceptions, and the kinds of politics that produced and are produced by neo-liberalism. Economically, the course will look at the institutional configuration of neo-liberalism, changes in economies, growing inequality, the financial crises, and prevalence of debt. Politically, the course will address changes in the role of government, what governments do and do not do, the growing influence of financial interests, the role of identities in mobilizing support for and legitimating governments, and the impact of these developments on the status of citizenship and democracy.

**Requirements/Evaluation:** three papers: one 3-page, one 5-page, and one 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Michael D. MacDonald

### **PSCI 225 (S) International Security**

**Cross-listings:** PSCI 225 LEAD 225

**Primary Cross-listing**

This is a course about war and peace. It deals with some of the most foundational questions that concern scholars of security studies: What accounts for great power conflict and cooperation? Is intense security competition between major states inevitable, or can they get along, provided their main interests are protected? Does the structure of the international system necessarily cause conflict? Do particularly aggressive states? Can wars occur "by accident"? When and why do states choose to use military force? What role does statecraft play in matters of war and peace? How do nuclear weapons affect great power politics? The course will consider these questions from an interdisciplinary perspective that combines political science concepts with an historical approach to the evidence. The bulk of the course deals with the major events in the history of great power politics, such as the causes and conduct of World War I and World War II; the origins and course of the Cold War; the nuclear revolution; and the post-Cold War period. The course concludes with an examination of a number of major contemporary policy debates in security studies.

**Requirements/Evaluation:** class participation, two 6- to 8-page papers, final

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 225 (D2) LEAD 225 (D2)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives LEAD American Foreign Policy Leadership PSCI International Relations Courses

Spring 2023

LEC Section: 01 MW 7:00 pm - 8:15 pm Galen E Jackson

### **PSCI 226 (S) Aid, Arms, and Armies: The Politics of Intervention in Africa (DPE)**

**Cross-listings:** PSCI 226 LEAD 226 GBST 226

**Primary Cross-listing**

Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science. It has also been a central site of numerous and profoundly impactful interventions for centuries, from the slave trade and colonialism to proxy wars and structural adjustment programs. This class investigates the many types of intervention--including military, humanitarian, and resource extraction--as well as identifying the diverse actors conducting these interventions, from missionaries to mercenaries, the World Bank to the world's leading states (e.g. United States, China, France). We interrogate how these interventions have shaped a number of key political, economic, and social outcomes for African countries, highlighting both case studies as well as common themes. We will also keep an eye out for lessons learned and the future of international interventions--the politics of foreign investment, humanitarian assistance, and multilateral partnerships.

**Requirements/Evaluation:** Participation, Midterm, Final, 3 Short Response Papers

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 226 (D2) LEAD 226 (D2) GBST 226 (D2)

**Difference, Power, and Equity Notes:** This class assesses the power dynamics inherent within various international interventions within sub-Saharan Africa, comparatively and over time, attending to how interventions were shaped by, and contributed to, ethnic, gender, and class dynamics.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Elizabeth Iams Wellman

### **PSCI 227 (S) International Relations of the Middle East**

**Cross-listings:** PSCI 227 LEAD 227

#### **Primary Cross-listing**

This is a course about the Middle East in international politics. The structure of the course combines political science concepts with a detailed survey of the region's diplomatic history. The basic format of the course will be to combine brief lectures--either posted on the class website beforehand or given at the start of each class--with an in-depth discussion of each class session's topic. The goal of these discussions is to generate debates over the conceptual, historical, and policy significance of the subjects that we cover. Specifically, the first section of the course will cover the emergence of the Persian Gulf as an area of strategic importance in international politics; U.S. policy toward Saudi Arabia and Iran after World War II; the origins of the Arab-Israeli dispute; the June 1967 and October 1973 Middle East conflicts; Egyptian-Israeli peace; the Iranian Revolution and the Iran-Iraq War; the 1991 Persian Gulf War and its consequences; and the rise of Al Qaeda, Hezbollah, and Hamas. The second part of the course focuses on the Iraq War and its consequences; the rise of ISIS; the Arab Spring; Turkey's changing foreign relations; and the war in Syria. The last section of the course covers contemporary policy challenges confronting the Middle East.

**Requirements/Evaluation:** class participation, two 6- to 8-page papers, final

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors with an International Relations concentration, History majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 227 (D2) LEAD 227 (D2)

**Attributes:** GBST Middle Eastern Studies Electives PSCI International Relations Courses

**Not offered current academic year**

### **PSCI 228 (S) International Organization**

Tens of thousands of international organizations populate our world. IGOs, whose members are sovereign states, range from the Nordic Association for Reindeer Research to NATO and the UN; INGOs, whose members are private groups and individuals, include the International Seaweed Association as well as Doctors Without Borders. We will investigate theories about where they come from, what they do, and to whom they matter, and explore controversies surrounding their agency, legitimacy, efficiency, and accountability. We cover the history, structures and functions of international organizations using case studies.

**Requirements/Evaluation:** two short papers, a presentation, one longer paper, one group project.

**Prerequisites:** none, but the introduction to international politics (202) is strongly recommended. If you have not taken that, you will need to go through a four-hour tutorial before you begin the class. Open to first-year students

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors, Political Economy majors, Public Health concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

### **PSCI 229 (S) Global Political Economy**

This course offers a broad introduction to the contemporary global political economy, emphasizing the inherent and inseparable intertwining of politics and economics, power and wealth, the state and the market. The core of the course is made up of analyses of global trade, global finance, natural resources, and migration, with special attention to subjects such as free trade, currency wars, and border walls. Four class debates will focus general concepts on a specific topic: the global implications of the Russo-Ukrainian War. We conclude the course with a look toward the future of global capitalism and of the liberal world order.

**Requirements/Evaluation:** two 2000-2500 word papers, in-class debate, final exam, class participation

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Political Science and Political Economy majors and prospective majors

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** ENVI Environmental Policy GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC International Political Economy Courses PSCI International Relations Courses

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Darel E. Paul

### **PSCI 231 (F) Ancient Political Thought**

**Cross-listings:** PHIL 231 PSCI 231

Primary Cross-listing

The core activity of this seminar is the careful reading and sustained discussion of selected works by Plato and Aristotle, but we will also engage such other thinkers as Epictetus and Augustine, and, from a political and theoretical point of view, selections from the Hebrew Bible and New Testament. Among the questions that we will address: What is justice? How can it be known and pursued? How is political power generated and exercised? What are the social and ethical prerequisites--and consequences--of democracy? Must the freedom or fulfillment of some people require the subordination of others? Does freedom require leading (or avoiding) a political life? What distinguishes that kind of life from others? What does it mean to be "philosophical" or to think "theoretically" about politics? Although we will attempt to engage the readings on their own terms, we will also ask how the vast differences between the ancient world and our own undercut or enhance the texts' ability to illuminate the dilemmas of political life for us.

**Class Format:** discussion

**Requirements/Evaluation:** three 7- to 8-page papers

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 231 (D2) PSCI 231 (D2)

**Attributes:** PSCI Political Theory Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Nimu Njoya

### **PSCI 232 (F) Modern Political Thought**

**Cross-listings:** PHIL 232 PSCI 232

#### **Primary Cross-listing**

This course is a chronological survey of major works of political theory from the 16th to the 20th century. In discussions and writing, we will explore the diverse visions of modernity and of politics offered by such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Freud. They help us ask: What is freedom? Who is equal? Who should rule? With what limits and justifications? What form of government best serves the people? Who are the people, anyway? And on what grounds can we justify confidence in our provisional answers to such questions? Class will be primarily driven by discussion, often preceded by brief lectures. Attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Requirements/Evaluation:** three papers of 4-6 pages; class participation; brief informal writing tasks inside and outside of class meetings

**Prerequisites:** none; open to all

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Theory concentrators, then Political Science majors

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 232 (D2) PSCI 232 (D2)

**Attributes:** PSCI Political Theory Courses

**Not offered current academic year**

### **PSCI 233 (F) Rastafari: Dread, Politics, Agency**

**Cross-listings:** REL 261 AFR 299 PSCI 233

#### **Secondary Cross-listing**

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

**Requirements/Evaluation:** attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators and majors in Political Science and Religion

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural

Not offered current academic year

### **PSCI 234 (S) Freedom**

We all want to be free--at least most of us say we do. The desire for political freedom is as old as the ancient world and as new as today's movements and liberation struggles. But what do we mean when we claim to want freedom? What institutions and social conditions make political freedom possible? For instance, do the claims of individual freedom conflict with those of community? With equality? With authority? Does freedom make us happy? Is it what we *really* want? And if it is, will we find it by engaging or turning away from politics? This course confronts these questions through readings drawn from a variety of classic and contemporary sources, including works of fiction, autobiography, journalism, law, philosophy and political theory, and social science. Our discussions will address such topics as activism and stoicism; equality and economic freedom; sexual freedom and gender politics; freedom of speech and religion; citizenship, migration, and cosmopolitanism; racism and colonialism; mass incarceration; and the uses and limits of state power. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. \*Please note the atypical class hours, T. 4:45-8:30 pm\*

**Requirements/Evaluation:** Class attendance and active participation, short essays, and a final paper.

**Prerequisites:** Not open to first-year students.

**Enrollment Limit:** 9

**Enrollment Preferences:** Final selection will be made on the basis of statements of interest solicited after pre-registration, and interviews with the instructor.

**Expected Class Size:** 9

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2023

SEM Section: 01 T 4:45 pm - 8:30 pm Mark T. Reinhardt

### **PSCI 235 (S) Survival and Resistance: Environmental Political Theory**

**Cross-listings:** ENVI 235 PSCI 235

**Primary Cross-listing**

Contemporary struggles to reverse environmental destruction and establish sustainable communities have prompted some political theorists to rethink longstanding assumptions about politics and its relationship to nature. Does the environment have "rights"? What, if anything, is the difference between an ecosystem and a political community? Is democracy dangerous to the planet's health? Are environmental protections compatible with political freedom? How is the domination or conquest of nature connected with domination and conquest within human societies? What does justice demand in an age of climate change? In this class, we will consider the promise and limits of political theory to illuminate present day environmental crises and foster movements to overcome them. We will engage classic texts that helped to establish political theory's traditional view of nature as a resource, as well as contemporary texts that offer alternative, ecological understandings of nature and its entwinements with politics. Class will be driven primarily by discussion. Students will have significant responsibility for setting the agenda for discussions through informal writing submitted prior to class. As a writing intensive course, attention to the writing process and developing an authorial voice will be a recurrent focus of our work inside and outside the classroom.

**Requirements/Evaluation:** formal and informal writing assignments and class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 235 (D2) PSCI 235 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Humanities, Arts + Social Science Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **PSCI 238 (F) Economic Liberalism and Its Critics**

**Cross-listings:** ECON 299 PSCI 238 POEC 250

#### **Secondary Cross-listing**

Economic liberalism holds that society is better off if people enjoy economic freedom. Its critics point to what they believe this position ignores or what it wrongly assumes, and hence, how it would make bad policy. This course explores the relationship between politics and economics by surveying influential works of political economy. Its first part examines major thinkers in relation to the historical development of capitalism in Western Europe and the United States: the classical liberalism of Adam Smith, Karl Marx's revolutionary socialism, and the reformist ideas of John Maynard Keynes. The second part considers mid-20th-century writers who revise and critique economic liberalism from a variety of perspectives, including Friedrich Hayek, Milton Friedman, Ronald Coase, Arthur Okun, and Albert O. Hirschman. The third part surveys significant recent contributions relevant to the themes of the course, with applications to current public policy issues, including topics such as: power relations and autonomy in the workplace; asymmetric information and social insurance; economic inequality and distributive justice; equality of opportunity; the economics of health care; positional goods and the moral foundations of capitalism; economic nationalism and new trade theory; behavioral economics; climate change and intergenerational equity; finance and financial crises; and rent-seeking. The combination of the historical focus of the early part of the course with discussion of modern policy issues and debates in the latter part of the course permits you to appreciate the ongoing dialogue between classical and contemporary views of political economy.

**Class Format:** This class uses a flipped classroom approach, where before each class meeting, students watch a lecture video, and sometimes write an essay or solve some problems on relating to the assigned reading and video, and then in-person class is devoted primarily to discussion.

**Requirements/Evaluation:** six short essays, several short homework assignments, and a final exam

**Prerequisites:** ECON 110 and 120 or equivalent; PSCI 201, 202, 203, or 204 (may be taken concurrently with POEC 250); open to non-majors

**Enrollment Limit:** 30

**Enrollment Preferences:** Political Economy majors and sophomores intending a Political Economy major

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 299 (D2) PSCI 238 (D2) POEC 250 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives POEC Required Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm William M. Gentry, James E. Mahon

### **PSCI 240 (S) Theories of Comparative Politics**

This course deals with the concepts that organize much of the contemporary study of comparative politics. The course discusses the purposes of states, the origins of capitalism, the relationship of states to capitalism, the connection between identities, cultures, and states, and the definition and nature of power. The readings include Alexis de Tocqueville, Karl Marx, Max Weber, Karl Polanyi, Barrington Moore, Michel Foucault, and Edward Said.

**Class Format:** discussion

**Requirements/Evaluation:** three papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

### **PSCI 241 (S) Meritocracy**

**Cross-listings:** PSCI 241 SOC 241

#### **Primary Cross-listing**

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

**Requirements/Evaluation:** two short papers, one long paper, take-home final exam, discussion questions, class participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 241 (D2) SOC 241 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

### **PSCI 244 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

#### **Secondary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

### **PSCI 245 (S) South African Politics**

The course deals with South African politics since the end of apartheid. The readings will address the politics, policies, and composition of the African National Congress (ANC), the growth of black economic elites and the black middle class, the persistence of poverty and extreme inequality, expanding corruption, and why the ANC continues to dominate politically in spite of unabated poverty and worsening inequality and corruption.

**Requirements/Evaluation:** Two 10-12 page papers and class participation.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and prospective majors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** GBST African Studies Electives

Not offered current academic year

### **PSCI 246 (F) Introduction to Capitalism**

Must we choose between "socialism or barbarism?" A century after Rosa Luxemburg's challenge, it is clear that socialism did not win. Does this mean that we have descended to barbarism? Tracing the path of capitalist development in the rich democracies suggests a range of responses. Some states have developed robust institutions that provide for citizens' basic needs and check the power of business; others leave the poor threatened by starvation and workers exposed to exploitation. How and why has capitalism evolved in different forms in different countries? This course introduces students to capitalism by examining the struggles between social groups that lead to variation in distributional outcomes and economic performance. Students will develop a conceptual toolkit to study the politics of capitalism based in the economic history of the rich democracies (Europe, United States) in the twentieth century. The second half of the course challenges students to apply this toolkit to the twenty-first century, focusing on attempts to transition from industrial manufacturing to services. We engage pressing questions around technological innovation, populism, financialization, and globalization.

**Requirements/Evaluation:** Class participation, two presentations, three essays.

**Prerequisites:** None.

**Enrollment Limit:** 25

**Enrollment Preferences:** Potential and actual PSCI and POEC majors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Sidney A. Rothstein

### **PSCI 247 (S) Political Power in Contemporary China**

**Cross-listings:** PSCI 247 ASIA 249

**Primary Cross-listing**

The People's Republic of China has experienced rapid and extensive economic, social and cultural transformation over the past forty years. Its political system, however, is little changed. The Communist Party still monopolizes power and works hard to suppress organized opposition. Political dissent has taken various forms since 1979 but the regime has found ways to repress and divert it. Yet, in spite of the state's efforts, opposition and dissent continue to bubble to the surface. The course will review the political development of the PRC since 1949 and, then, focus on the dynamics of political contention and regime persistence since the Tiananmen Crisis of 1989.

**Requirements/Evaluation:** 2-3 short papers and a final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science and Asian Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 247 (D2) ASIA 249 (D2)

**Attributes:** GBST East Asian Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm George T. Crane

### **PSCI 248 (F) The USA in Comparative Perspective (WS)**

Politics in the USA is often considered unique and incomparable, and US political science separates the study of American politics from comparative politics. This course overcomes this divide, considering politics and society in the United States comparatively, from a variety of viewpoints and by authors foreign and American, historical and contemporary. Important topics include: the colonial experience and independence; race relations and the African diaspora; national identity and authoritarian populist nationalism; war and state-building; American exceptionalism, religion, and foreign policy; the role of political and economic institutions; and the origins and shape of the welfare state. (As the list suggests, the most common comparisons are with Latin America and Western Europe, but several of our authors look beyond these regions.)

**Class Format:** a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

**Requirements/Evaluation:** five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores and students who have been denied enrollment in the course previously

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre. For the final class, students bring a one-page response written in "E-prime," English without the verb "to be."

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora PSCI American Politics Courses PSCI Comparative Politics Courses

**Not offered current academic year**

### **PSCI 250 (F) Political Psychology**

This course will examine the role of psychology in politics. The goal is to develop a rich understanding of the foundations of public opinion and political behavior. We will examine the role of social identities, partisan affiliation, concrete interests, values, issues, and ideology in shaping opinion and behavior, as well as the role of external forces such as campaigns, the media, and political elites. Along the way, we will consider a number of longstanding questions in the study of politics, such as: is the public rational? What are the root causes of racism? How does racism influence political choices? Why do people identify with political parties? Why do people vote or engage in other types of political action? How does the mass media and campaigns influence public opinion?

**Requirements/Evaluation:** class participation, 1-2 short papers (5-7 pages), 1 medium paper (8-12 pages), an oral presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** If the course over-enrolls, please give first enrollment preference to political science majors, followed by political economy majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI American Politics Courses

Not offered current academic year

### **PSCI 252 (F) Campaigns and Elections**

The 2022 midterm elections are happening in November. Though midterm elections historically generate less involvement than presidential elections, much is at stake in the upcoming midterms, as control of Congress and statehouses will likely determine what, if anything, President Biden achieves in the remainder of his term. This course will examine how we conduct the most fundamental of democratic processes in the United States: the people's choice of their representatives. We will examine factors that shape election outcomes such as the state of the economy, issues, partisanship, ideology, social identities with a special focus on race, interest groups, media, and the candidates themselves. A central question we will consider throughout the course is how "democratic" the conduct of campaigns actually is. For instance, does the citizenry have the motivation and capacity to hold public officials accountable? How do resource gaps tied to inequality in society (such as race and class) influence who votes and for whom? Do the mass media and political elites inform or manipulate the public? How closely do candidates resemble the constituencies they represent, and does it matter? We will apply our learning on many of these topics to the ongoing 2022 midterm elections.

**Requirements/Evaluation:** class participation, 1-2 short papers (5-7 pages), 1 medium paper (8-12 pages), an oral presentation, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** poli sci majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Matthew Tokeshi

### **PSCI 253 (S) The Tragedy of Venezuela**

The recent history of Venezuela offers a window into many of the most important political and economic issues faced by people in developing countries. Why does an abundance of oil seem to solve some problems while often leading to perverse economic and political outcomes? How can democracy be made to work better for ordinary people? What does it mean for a government to be truly sovereign? How does corruption grow and what can we do about it? When should we leave important decisions to technocratic experts? What does it mean today to be progressive? The course first briefly reviews Venezuelan post-Independence history, with an emphasis on the post-1958 democratic settlement. It then explores more deeply the reasons for the breakdown of this settlement, the rise of Hugo Chavez, and the decay of the "21st Century Socialist" regime under Chavez and

Maduro. Materials include biographies, documentary films, short videos, economic data, and news reports.

**Class Format:** discussion

**Requirements/Evaluation:** a map quiz and four short papers

**Prerequisites:** a course in comparative politics and a course in economics, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** sophomores and PSCI majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm James E. Mahon

### **PSCI 257 (F) The Revolutionary Generation: Galaxy of Leaders**

**Cross-listings:** PSCI 257 LEAD 285 HIST 354

#### **Secondary Cross-listing**

The American Revolution produced a galaxy of brilliant and creative statesmen and intellectuals: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments--a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

**Requirements/Evaluation:** three papers, weekly class presentations, and active participation in all discussions

**Prerequisites:** none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar

**Enrollment Limit:** 10

**Enrollment Preferences:** students with a background in Leadership Studies, American History or American Political Science

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 257 (D2) LEAD 285 (D2) HIST 354 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern LEAD American Domestic Leadership LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 Cancelled

### **PSCI 258 (F) The Media and American Democracy**

**Cross-listings:** PSCI 258 LEAD 258

#### **Secondary Cross-listing**

The course examines the relationship between the press and government, its watchdog function, how social media and the Internet are changing its role, the emergence of independent investigative bodies such as Pro Publica, and the myriad ways in which the press has helped shape American history, for better or worse. The course goes behind the headlines to examine the delicate interplay between government and press, peels back the familiar classics of American journalism, but also incorporates the current conflicts and tensions between the press and government. In the new age, how does the press define or redefine balance, neutrality, the quest for objectivity, and restraint. Who is a journalist, a once relatively easy question, but one now fraught with complexity? There has been a tectonic shift in the fundamental standards and practices of the press in recent years. What

are those changes and how does it augur for the future of the press and democratic institutions?

**Requirements/Evaluation:** Several short papers, 10-15 page research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Preference to Leadership Studies concentrators and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 258 (D2) LEAD 258 (D2)

**Attributes:** LEAD American Domestic Leadership

Not offered current academic year

### **PSCI 260 (F) Power, Feminist-Style (DPE) (WS)**

**Cross-listings:** WGSS 260 PSCI 260

Secondary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice, the concept of power, from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

**Requirements/Evaluation:** eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 260 (D2) PSCI 260 (D2)

**Writing Skills Notes:** This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

**Difference, Power, and Equity Notes:** This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

**Attributes:** WGSS Theory Courses

Not offered current academic year

### **PSCI 261 (F) The Arab-Israeli Conflict (WS)**

This tutorial will cover the Arab-Israeli dispute--from both historical and political science perspectives--from the rise of the Zionist movement in the late

nineteenth century to the present day. It will examine the various explanations that scholars have offered for why the conflict has persisted for so long, how it has evolved over time, the role that outside powers have played in shaping it, and how its perpetuation (or settlement) is likely to impact Middle East politics in the future. More specifically, the class will examine the origins of the Zionist movement; the role that the First World War played in shaping the dispute; the period of the British mandate; the rise of Palestinian nationalism; the Second World War and the creation of the state of Israel; the 1948, 1956, 1967, and 1973 Arab-Israeli wars; Israel's 1982 invasion of Lebanon and its consequences; the promise and ultimate collapse of the Oslo peace process during the 1990s and early 2000s; the rise of groups such as Hamas, Hezbollah, and Palestinian Islamic Jihad; the rightward shift in Israeli politics since 2000; the intensification of Israeli-Iranian antagonism and its implications; the shift in Israel's relations with the Sunni Arab world that has occurred in recent years; and the future of the conflict.

**Requirements/Evaluation:** Biweekly response papers; Biweekly critiques of partner's response papers; Class participation; Final analytical essay

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science Majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** This class will require students either to write a paper or critique their partner's paper on a weekly basis. Students will also be required to redraft their papers--based on feedback from both their partner and the instructor--with the goal of improving their ability to make compelling arguments in writing.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Galen E Jackson

### **PSCI 262 (S) America and the Cold War**

**Cross-listings:** HIST 261 PSCI 262 LEAD 262

#### **Primary Cross-listing**

This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** one medium length paper, an in-class midterm and final exam, and a series of short assignments

**Prerequisites:** none; PSCI 202 is recommended but not required

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 261 (D2) PSCI 262 (D2) LEAD 262 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada LEAD American Foreign Policy Leadership PSCI International Relations Courses

**Not offered current academic year**

### **PSCI 265 (S) The International Politics of East Asia**

This course examines the political, economic, and cultural determinants of conflict and cooperation in East Asia. Throughout the semester, we will examine three distinct but inter-related aspects of international relations in East Asia: Security, economy, and culture by using some core concepts and theoretical arguments widely accepted in the study of international relations. We will engage some of the central questions and issues in the current debate on East Asia. Do East Asian countries seek security and prosperity in a way fundamentally different from the Western system? Is there a single best way to maintain regional order and cooperation across regions? Will a strong China inevitably claim its traditional place under the sun? Will Japan continue to live as a nation with enormous economic power but limited military means? What is the choice for South Korea between security alliance with the United States and national reconciliation with the North? What should be done to dissuade the authoritarian regime in North Korea from acquiring nuclear capabilities and lead it to different paths toward national survival? By the end of the semester, you will gain both a general perspective and substantive knowledge on East Asian international politics.

**Class Format:** discussion

**Requirements/Evaluation:** midterm exam, team debate, take-home final exam, class participation and other assignments

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science and Asian Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST East Asian Studies Electives PSCI International Relations Courses

Not offered current academic year

### **PSCI 266 (S) The United States and Latin America (DPE)**

This course examines the most important political and diplomatic divide in the Western Hemisphere. The first half is a historical survey of U.S.-Latin American foreign relations from the early Spanish American independence movements through the end of the Cold War and recent developments. We consider how this history confirms or undermines influential views about U.S. foreign relations and about international relations generally. We also compare historical U.S. foreign policy toward the hemisphere to U.S. policy toward the entire world after the Cold War. The second half covers the most important current issues in hemispheric relations: the rise of leftist governments in Latin America; the war on drugs; immigration and border security; and competition with China for influence. At the end we briefly reconsider current U.S. policies in historical perspective.

**Class Format:** more lecture in the first half, more discussion and several in-class debates in the second

**Requirements/Evaluation:** a map quiz, a 2-page paper, two 3-page papers, and either another 3-page paper and a regular final exam, or a 12-page research paper and a short final exam

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** In the paper that considers the first part of the course, the students weigh to what extent U.S. policy toward Latin America was affected by the largely derogatory attitudes of U.S. diplomats toward Latin Americans. A unit in the second part of the course critically analyzes current U.S. immigration policy in this context.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect LEAD American Foreign Policy Leadership POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

### **PSCI 268 (S) Israeli Politics**

This is an introductory course on Israeli politics. Approaching questions historically, it centers on but is not restricted to the conflict between Zionism and Palestinians. It begins by addressing the arrival of Zionists, the pursuit of statehood and the in-gathering of Jews, and the responses of neighboring Arab states and local Palestinians. The course also will examine the arrival of Arab Jews in the 1950-60, the conflicts between them and

European Jews, and the effects of their conflicts on Israeli politics. The course then will turn to Israeli settlement policies on the West Bank, the controversies surrounding the Oslo Agreement, and the contemporary situations in the West Bank and Gaza. Finally, the course will address contemporary controversies about what it means to be a Jew in Israel, about the feasibility of a "two-state" solution to the Palestinian issue, about the prospects and implications of a "one-state" solution, and about the implications for Israel of not resolving the Palestinian issue to the mutual satisfaction of Israelis and Palestinians.

**Requirements/Evaluation:** two papers totaling 20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** GBST Middle Eastern Studies Electives PSCI Comparative Politics Courses

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michael D. MacDonald

### **PSCI 270 (S) The Politics of Waste**

**Cross-listings:** ENVI 241 PSCI 242 PSCI 270

#### **Primary Cross-listing**

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science--perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we will openly discuss unmentionable topics and get our hands dirty (sometimes literally) examining the politics of waste. We will take notice of the erasure of waste in traditional political theory and work together to fill these gaps. To do so, we will draw on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course is part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates and will be held at the jail. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Transportation will be provided by the college. \*Please note the atypical class hours, Wed 4:45-8:30 pm\*

**Requirements/Evaluation:** class attendance and participation, short essays, and a final paper

**Prerequisites:** not open to first-year students

**Enrollment Limit:** 9

**Enrollment Preferences:** final selection will be made on the basis of statements of interest solicited after pre-registration and interviews with the instructor

**Expected Class Size:** 9

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 241 (D2) PSCI 242 (D2) PSCI 270 (D2)

**Attributes:** ENVI Environmental Policy PSCI Political Theory Courses

**Not offered current academic year**

## **PSCI 273 (F) Politics without Humans?**

**Cross-listings:** ENVI 273 STS 273 PSCI 273

### **Primary Cross-listing**

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

**Requirements/Evaluation:** three 5- to 7-page papers, regular Glow posts, class participation

**Prerequisites:** please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

**Not offered current academic year**

## **PSCI 280 (S) Silicon Valley: Digital Transformation and Democracy (WS)**

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. The universal model is Silicon Valley. In this tutorial, students will examine the origins of the Silicon Valley model and other countries' attempts to emulate it. Departing from "just so" stories of technological determinism, we take up the lens of comparative political economy to investigate the politics that allowed US tech firms to shape economic policy to meet their interests. It is no accident that tech became a symbol for economic growth in the 1970s, precisely when it also began to build powerful alliances in Washington. After investigating the origins of the Silicon Valley model, we trace attempts to adopt it in Europe and Asia, which highlight the model's political contingencies and some of the more salient conflicts over the tech sector. We focus on the ways in which the Silicon Valley model can threaten social welfare through economic inequality and precarious employment, and engage a variety of perspectives, including workplace ethnography, to examine these threats, as well as potential regulatory responses. The course concludes by considering what policies could be appropriate for supporting, while also regulating, the tech sector in the twenty-first century.

**Requirements/Evaluation:** Five 5-page papers; five 2-page responses; participation

**Prerequisites:** One introductory course in political science and/or permission of the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to sophomores and juniors majoring in PSCI and POEC.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write essays each week. In addition, students will read each others' work and engage in structured critique.

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2023

TUT Section: T1 TBA Sidney A. Rothstein

## **PSCI 281 (S) Contemporary African Politics (DPE)**

**Cross-listings:** GBST 281 PSCI 281

**Primary Cross-listing**

This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

**Class Format:** A typical class session will be about 60% lecture and 40% discussion

**Requirements/Evaluation:** Class Participation, Map Quiz, 3 short papers (5 pages)

**Prerequisites:** None.

**Enrollment Limit:** 25

**Enrollment Preferences:** all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 281 (D2) PSCI 281 (D2)

**Difference, Power, and Equity Notes:** This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

**Attributes:** GBST African Studies Electives PSCI Comparative Politics Courses

**Not offered current academic year**

**PSCI 282 (F) Africanist Project to Black Consciousness**

**Cross-listings:** PSCI 282 GBST 282

**Primary Cross-listing**

In 1957, when it was clear the African Nation Congress was unwilling to change its multiracialist and nonracialist language in favor of Africanist pronouncements, Robert Mangaliso Sobukwe left the party and became the editor of *The Africanist* newspaper. Two years later he formed the Pan-Africanist Congress. Similarly frustrated that the National Union of South African Students was dominated by white liberals, in 1968 Bantu Steve Biko helped form the black-only South Africa Students' Organization and, four years later, was the key figure in founding of the Black People's Convention, created to promote black consciousness ideas within the broader South African population. This course focuses on Sobukwe's Africanist project and Biko's Black Consciousness Movement, the strategies against apartheid they promoted, and the visions of a free South Africa they imagined.

**Requirements/Evaluation:** class participation; 3 two-page response papers; and a 10-12 final paper.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science Majors, Global Studies Concentrators, Africana Studies Concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 282 (D2) GBST 282 (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

### **PSCI 284 (F) The Politics of Economic Crises**

The dominant world economies -- the USA, China, and the European Union -- are responding to the economic risks that might arise from the coronavirus with what have become the standard responses to economic crises. They are using debt to create liquidity, demand, and uphold credit markets. As a background to understanding the reasons for and histories of these policies, this course will read several important books that deal with the Great Depression, the financial crisis a decade ago, and the risks of debt.

**Requirements/Evaluation:** Two papers of 8-10 pages are required, along with careful reading of the books.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

### **PSCI 286 (F) Conservative Political Thought**

Conservative thinkers claim to be leading an intellectual transformation away from the tired nostrums of liberalism. They see themselves as original, dynamic, serious. This course will read leading conservative political thinkers with a view to identifying their central tenets, both negative and positive. What is it that they oppose and support? What, if anything, defines contemporary conservative thinking? Is it a coherent body of thought, a doctrine, or a collection of disparate and conflicting thinkers? What is the relationship of thinkers who emphasize the market, order, and traditional values? And what are their views on diversity, citizenship, and race, and how do heterodox leftists fit with conservative critiques of managerial liberalism?

**Requirements/Evaluation:** Two 8-10 page papers and final exam

**Prerequisites:** Political Science Majors

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors/Seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **PSCI 288 (F) Transnational Political Movements**

This course focuses on the international dimensions of when people demand political change. We explore transnational dynamics of contentious politics, including how international actors shape domestic campaigns for democracy, peace, and justice, as well as how global advocacy movements (e.g. climate change) are organized and mobilized. Building from an international relations framework, the course brings together a variety of texts, including documentaries, social media, and guest speakers working on the front lines of global advocacy (refugee rights, anti-colonial liberation struggles, and contemporary pro-democracy movements). We critically analyze how external actors and resources inform politics on the ground, both around the world and over time, as well as evaluate the normative implications of "foreign intervention."

**Requirements/Evaluation:** Participation, 3 short papers, final project

**Prerequisites:** PSCI 202, PSCI 204, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** PSCI majors (or intended majors)

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

Not offered current academic year

### **PSCI 289 (S) The welfare state in comparative perspective**

**Cross-listings:** PSCI 289 POEC 289

**Primary Cross-listing**

Modern life has, in some ways, become less risky. You are unlikely to be trampled by a mammoth. But social risk has not disappeared--you could lose your job, get into an accident, or find yourself plunged somehow into poverty. Most countries around the world have built elaborate institutions to ensure citizens' welfare by protecting some people from some risks, but not all people and not all risks. Moreover, these institutions vary considerably both over time and between countries. This course examines those institutions. Our goal is to explain how and why welfare states vary and why there is so much inequality in the distribution of risk. We will do so by investigating the different kinds of institutions that mediate risks throughout the lifecycle, from parental leave to old age pensions, and by comparing these institutions between different countries. While focusing primarily on the welfare states of Western Europe, we will also examine how the politics of social risk unfold around the world, extending our investigation to Africa, Asia, and Latin America. We will conclude by reflecting on what lessons the welfare state offers for managing this century's biggest social risk: climate change.

**Requirements/Evaluation:** 3 essays; 2 presentations; participation

**Prerequisites:** One introductory political science course and/or permission of the instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political science majors, political economy concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 289 (D2) POEC 289 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

### **PSCI 291 (S) American Political Events (WS)**

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events--concrete, discrete things that happen in and around the political world--are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

**Requirements/Evaluation:** five 5-to 7-page essays, five 2- to 3-page critiques, and a recorded oral final reflection

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years and sophomores considering a major in Political Science

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** PSCI American Politics Courses

Spring 2023

TUT Section: T1 TR 8:30 am - 9:45 am Justin Crowe

### **PSCI 306 (S) What is Power?**

**Cross-listings:** SOC 308 PSCI 306 STS 308 REL 308

#### **Secondary Cross-listing**

*What is power?* Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

**Requirements/Evaluation:** critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, then Religion, Sociology, and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 308 (D2) PSCI 306 (D2) STS 308 (D2) REL 308 (D2)

**Attributes:** PHIL Related Courses STS Senior Seminars

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

### **PSCI 308 (F) In Search of the American State**

When Donald Trump campaigned in 2016 to "drain the swamp," he built on the idea held by Republicans since Ronald Reagan's 1981 pronouncement that "government is not a solution to our problem, government is the problem." Skepticism of government has deep roots and strong resonance throughout American political history. Despite this, national government has grown in scope and size for much of this history, including under both Democratic and Republican administrations. This tension over what government is doing and what it should be doing is only heightened in times of crisis, such as the moment the country is in now. This course explores the relationship between citizens and their government by examining the growth of the American state in various arenas over time, as well as the assaults on government legitimacy in recent years. We will assess traditional theories

about the weakness of the American state in light of arguments about the state as: regulator of family and "private" life, adjudicator of relations between racial and ethnic groups, manager of economic inequalities, insurer of security, and arbiter of the acceptable uses of violence and surveillance.

**Requirements/Evaluation:** Students will be responsible for writing three 5-page papers and three 2-page papers, and will also be asked to take responsibility for managing discussion and presenting work at different points in the semester.

**Prerequisites:** at least one class in American politics

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

### **PSCI 310 (F) New York City Politics from the Blackout to Bloomberg (WS)**

**Cross-listings:** PSCI 310 LEAD 332 PSCI 332

Primary Cross-listing

This course examines New York City's political history from the 1970s to the present—a period during which the city underwent staggering economic and social changes. In the mid-1970s, New York was a poster child of urban crisis, plagued by arson and housing abandonment, crime, the loss of residents and jobs, and failing public services. By the early 21st century, the city had largely met these challenges and was once again one of the most diverse and economically vital places on earth—but also one marked by profound inequality. This course will examine how New Yorkers have contested core issues of capitalism and democracy—how those contests have played out as the city itself has changed and how they have shaped contemporary New York. Broad themes will include the city's role as a showcase for neoliberalism, neoconservatism, technocratic centrism, and progressivism; the politics of race, immigration, and belonging; the relation of city, state, and national governments; and the sources of contemporary forms of inequality. Specific topics will include policing, school reform, and gentrification. As the primary assignment in the course, students will design, research, and write a 20-page paper on a topic of their choice.

**Requirements/Evaluation:** active class participation, 2-page preliminary proposal, 10-page research proposal, 2-page peer feedback, 18- to 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 310 (D2) LEAD 332 (D2) PSCI 332 (D2)

**Writing Skills Notes:** Students will develop their research papers over the course of the semester, receiving from the instructor at each stage of the process timely comments on their writing skills, with suggestions for improvement. Feedback will take the form of written comments, class workshops, and one-on-one meetings with the professor.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

### **PSCI 311 (F) Congress**

**Cross-listings:** PSCI 311 LEAD 311

Primary Cross-listing

Even before the pandemic, scholars, pundits, and the public thought Congress was in a state of crisis. Riven by polarized partisanship and gridlock,

the most powerful assembly in the world seemed incapable of representing citizens and addressing problems. This seminar focuses on how Congress organizes itself to act as a collective body. In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

**Requirements/Evaluation:** class participation, two short papers, and a final research paper

**Prerequisites:** PSCI 201 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors with American Politics concentration and Leadership Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 311 (D2) LEAD 311 (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Cathy M. Johnson

### **PSCI 312 (S) American Political Thought (WS)**

**Cross-listings:** PSCI 312 LEAD 312

#### **Primary Cross-listing**

From democracy to liberty, equality to community, foundational *ideas* -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and prospective majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 312 (D2) LEAD 312 (D2)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

**Not offered current academic year**

### **PSCI 313 (S) Race, Culture, Incarceration**

**Cross-listings:** AMST 322 INTR 322 AFR 322 PSCI 313

**Secondary Cross-listing**

This course explores racially-fashioned policing and incarceration from the Reconstruction era convict prison lease system to contemporary mass incarceration and "stop and frisk" policies of urban areas in the United States. Also explored will be political imprisonment in the United States.

**Requirements/Evaluation:** brief analytical papers and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 322 (D2) INTR 322 (D2) AFR 322 (D2) PSCI 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives JLST Interdepartmental Electives

**Not offered current academic year**

**PSCI 314 (F) How Change Happens in American Politics**

**Cross-listings:** PSCI 314 LEAD 314

**Primary Cross-listing**

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, a volatile economy, racial reckoning, and rapidly evolving environmental crises have all rocked American politics in the last year. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably enduring. How can this be? Where do we find continuities and where upheavals? What accounts for the continuities, and what for the changes? What sorts of transformations have been possible, and who or what has made them possible? Finally, what are the costs of change (and of continuity)--and who pays them? The goal of this course is to assess American political change, or lack of, and to gain a sense of the role that political leaders have played in driving change. We will examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including economic developments, demographic change, war, and constitutional and institutional parameters. After examining general models of change and of leadership, we will consider specific case studies, such as civil rights for African-Americans, gender equality, labor advances, social conservatism, and populism. We will consider some of the complicated legacies of change. Finally, we will look at arguments that America has been "exceptional"--or, unlike other countries--as well as critiques of these arguments, to help us gain an understanding of future prospects for political transformation.

**Requirements/Evaluation:** participation in weekly meetings as well as weekly essays or critiques

**Prerequisites:** previous course in American politics or American history

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors and Leadership Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 314 (D2) LEAD 314 (D2)

**Attributes:** LEAD Facets or Domains of Leadership POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

**Not offered current academic year**

**PSCI 315 (S) Parties in American Politics**

**Cross-listings:** PSCI 315 LEAD 315

**Primary Cross-listing**

Is the American party system what's wrong with American politics? It has been said that parties are essential to democracy, and in the U.S., political parties have played a central role in extending democracy, protecting rights, and organizing power. But their worth is a continuing subject of debate. Although parties have been celebrated for linking citizens to their government and providing the unity needed to govern in a political system of separated powers, they have also been disparaged for inflaming divisions among people and grid-locking the government. Other critics take aim at the two-party system with the claim that the major parties fail to offer meaningful choices to citizens. This course will investigate this debate over parties by examining their nature and role in American political life, both past and present. Throughout the course, we will explore such questions as: What constitutes a party? For whom do they function? How and why have they changed over time? Why a two-party system, and what role do third parties play? Is partisanship good or bad for democracy? For governance? What is the relationship between parties and presidents? How does partisanship become tribalism or hyper-partisanship, and can this be prevented? We will explore answers to these questions through seminar discussion, analytic essays, and independent research culminating in the writing of a longer (15 to 20 page) research paper.

**Requirements/Evaluation:** In addition to active seminar participation, students will be responsible for writing two shorter (5-7 page) papers and a longer, research paper (15-20 pages).

**Prerequisites:** PSCI course at the 200 or 300 level or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 315 (D2) LEAD 315 (D2)

**Attributes:** PSCI American Politics Courses PSCI Research Courses

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Nicole E. Mellow

### **PSCI 316 (S) Policy Making Process**

Politics as usual. It's a phenomenon we all love to hate. But what does it mean? When government policy is decided by politics, does that mean the policy is necessarily bad? Can we get rid of politics in policy making or improve on it somehow? What would "politics as unusual" look like anyway? This class examines the policy making process with particular emphasis on the United States: How do issues get defined as problems worthy of government attention? What kinds of alternatives are considered as solutions to these problems? Why do we end up with some policies but not others? Do certain kinds of processes yield better policies than others? How should we decide what constitutes a good policy?

**Requirements/Evaluation:** several short papers, research paper, class participation

**Prerequisites:** one course in PSCI or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science and Political Economy majors, and students with an interest in public policy

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

### **PSCI 317 (F) Environmental Law**

**Cross-listings:** PSCI 317 ENVI 307

Secondary Cross-listing

We rely on environmental laws to make human communities healthier and protect the natural world, while allowing for sustainable economic growth. Yet, despite 40 years of increasingly varied and complex legislation, balancing human needs and environmental quality has never been harder than it is today. Environmental Studies 307 analyzes the transformation of environmental law from fringe enterprise to fundamental feature of modern

political, economic and social life. ENVI 307 also addresses the role of community activism in environmental law, from local battles over proposed industrial facilities to national campaigns for improved corporate citizenship. By the completion of the semester, students will understand both the successes and failures of modern environmental law and how these laws are being reinvented, through innovations like pollution credit trading and "green product" certification, to confront globalization, climate change and other emerging threats.

**Requirements/Evaluation:** several short writing assignments, a term research project, and active participation in class

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 317 (D2) ENVI 307 (D2)

**Attributes:** AMST Space and Place Electives ENVI Environmental Policy EVST Social Science/Policy JLST Interdepartmental Electives MAST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2022

LEC Section: 01 M 7:00 pm - 9:40 pm David N. Cassuto

**PSCI 319 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the

disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)**

**Cross-listings:** PSCI 320 LEAD 320

#### **Secondary Cross-listing**

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

**Requirements/Evaluation:** Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

**Prerequisites:** previous course in Leadership Studies, or Political Science, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators, Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 320 (D2) LEAD 320 (D2)

**Writing Skills Notes:** Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshopping, and peer feedback.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Mason B. Williams

### **PSCI 321 (F) Immigration Politics in the U.S.**

The U.S. Census Bureau estimates that non-Hispanic whites will no longer be the majority racial group in the U.S. by 2044. This demographic change is fueled by past and current immigration, and the politics surrounding American immigration policy have intensified as a result. Donald Trump's rise to the presidency was fueled in part by his pledge to build a wall between the U.S. and Mexico. Meanwhile, efforts to reform the nation's immigration laws have been stuck in gridlock for years. How did we get to this point and what does the future hold? Why is immigration policy so contentious? What is at stake, and what do different groups believe to be at stake? To answer these questions, we will examine immigration from a multidisciplinary lens, but with special attention to immigration politics and policy. We will examine the history of immigration to the U.S. and the policies that have shaped it; recent developments in electoral and protest politics; the policy initiatives of recent presidential administrations, Congress, and state and local governments; and the incorporation of immigrants into U.S. society and politics, past and present.

**Requirements/Evaluation:** one 2- to 3-page paper; one 5- to 7-page paper; one oral presentation; one 15- to 20-page research paper; and class participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses PSCI Research Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Matthew Tokeshi

### **PSCI 322 (F) Migration Governance: A Global Perspective (DPE)**

**Cross-listings:** GBST 321 PSCI 322 LEAD 324

#### **Primary Cross-listing**

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the *emigration* governance of diaspora citizens particularly from the Global South. Students will have the opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

**Requirements/Evaluation:** Participation, 3 Short Response Papers, Research Paper (15 pages)

**Prerequisites:** PSCI 202 or PSCI 204 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and Leadership Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 321 (D2) PSCI 322 (D2) LEAD 324 (D2)

**Difference, Power, and Equity Notes:** This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

**Attributes:** POEC International Political Economy Courses PSCI International Relations Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Elizabeth Iams Wellman

### **PSCI 328 (F) Human Rights Claims in International Politics (WS)**

For decades, people and countries have used "human rights" to advance their position, delegitimize their opposition, and lodge their interests in an unassailable political category. This research seminar investigates who uses this category, to what ends, and with what success. How people ground this concept--what they think its origin is--does matter, but evaluating those foundations is not our focus. Politics is our focus. Who gains and loses from the idea that people have human rights? Does the concept fit well with, and reinforce, some institutions and configurations of power, and make others difficult to sustain (or even to conceive)? Why not simply claim that something is an interest rather than also a right? How has "human rights" been deployed in international politics, and by whom? The class is divided into four sections. The first concentrates on common readings on these questions, and prioritizes discussion, explication, and hypothesis brainstorming. The second introduces social science methodology, covering hypotheses, literature reviews, and evidence while continuing half time with materials about human rights. The third emphasizes research design, allowing students to finalize their own project while bringing in primary sources such as original documents, debates, and data. The last quarter of class focuses on student projects, on integrating and revising research to produce a set of findings and an evaluation of their meaning. The course is designed to teach political science majors the nuts, and maybe also the bolts, of social science research.

**Requirements/Evaluation:** Class discussion, short writing, worksheets, peer reviews, drafts of various sections, final paper, final presentation

**Prerequisites:** Two classes in political science, at least one of which must be in international politics.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political science majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students write frequent short pieces, and revise/rewrite an increasingly long draft in sections over the course of the semester.

**Attributes:** PSCI International Relations Courses PSCI Research Courses

Not offered current academic year

### **PSCI 329 Politics of the Powerless**

American politics is often unequal, and well-organized advantaged interests tend to triumph. What do disadvantaged interests do in light of these power dynamics? Give up? Compromise? Struggle on? Why do relatively powerless interests sometimes win in American politics? Is it because they have an exceptional leader? A phenomenal strategy? Fortuitous events? This course examines the political dynamics of disputes in which disadvantaged interests push for major change. We will study past campaigns and then research and discuss contemporary reform efforts.

**Requirements/Evaluation:** class discussion, two short papers, and research paper

**Prerequisites:** one course in Political Science or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors with interest in American politics

**Expected Class Size:** 14

**Grading:**

**Distributions:** (D2)

**Attributes:** PSCI American Politics Courses PSCI Research Courses

Not offered current academic year

### **PSCI 330 (S) American Political Thought in Hemispheric Context**

**Cross-listings:** PSCI 330 GBST 330

Primary Cross-listing

Actors living during the Age of Revolutions witnessed an astounding number of social, political, and cultural changes. In the short period between 1775 and 1830 more than thirty popular insurgency movements took control of the American hemisphere, most of them by organizing around the principles of republican politics. In this course, we study the peoples, demands, and visions that comprised the popular movements of the Age of Revolutions to reconstruct the canon *American Political Thought* in hemispheric context. This course emphasizes the comparative features of post-colonial movements in the Americas and centers the contributions of indigenous, raced, gendered, and ethnicized communities. The course schedule is divided into two sections. The first half of the class situates the political and theoretical problems of American Political Thought by engaging with

scholarship on post-colonial movements, decolonial thought, democratic theory, and theories of popular rule. The second half of the course contextualizes these frameworks by putting them in conversation with studies of revolutionary change, popular imagination, and case studies on revolutionary movements throughout the Americas. Students are expected to engage in archival research, as well as work with both primary and secondary sources on the Age of Revolutions.

**Requirements/Evaluation:** Regular attendance, consistent class participation, three Glow posts, three two-page reflection papers, and a final research paper of 10-12 pages

**Prerequisites:** At least one prior course in political theory, social theory, history of the Americas (either the United States or Latin America), or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Concentrators in political theory in Political Science, then majors or concentrators in Political Science, American Studies, Global Studies, and Latino/a Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 330 (D2) GBST 330 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement GBST Latin American Studies Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 331 (F) The Politics of Algorithms**

**Cross-listings:** STS 349 AMST 349 PSCI 331

#### **Primary Cross-listing**

Every day, you interact with or through computer algorithms. In ways often obscure to users, they structure communication or conduct in social media, education, healthcare, shopping, entertainment, dating, urban planning, policing, criminal sentencing, political campaigns, government regulation, and war. Moving from the emergence of cybernetics during World War II through such contemporary examples as facial recognition software, this seminar approaches algorithms as complex technological artifacts that have social histories and political effects. Asking *how* algorithms are political and what that tells us about politics today (particularly in the U.S.), we will consider how their design expresses forms of power and their deployment shapes ways of living. What behaviors do different algorithms solicit, reward, discourage, or stigmatize? What kinds of selfhood and relationships do they promote or thwart? How do various algorithms influence political partisanship and beliefs and intersect with existing hierarchies of race, class, gender, and sexuality? When inequities are built into a design, can that be addressed by rooting out "bias," or do such efforts miss something more inherent in the kinds of artifacts algorithms are or what they can be in a capitalist economy? Might developments in artificial intelligence transform our sense of the human or even threaten the species? Many of the seminar's themes, including democracy, power, inequality, judgment, deliberation, publicity, subjectivity, and agency, are central to political theory, but readings and course materials will also be drawn from such fields as media theory, surveillance studies, sociology, American studies, critical data science, film, and contemporary art. The course neither requires nor teaches any computer science skills.

**Requirements/Evaluation:** Class attendance and participation, regular short posts or exercises, and either three eight-page essays or one 8-page essay and one longer final paper.

**Prerequisites:** At least one course in political, cultural, or social theory or the critical study of science and technology, or permission of the instructor. Not open to first-year students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science and American Studies majors and STS concentrators; then qualified students from all other majors welcome, space permitting.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 349 (D2) AMST 349 (D2) PSCI 331 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 332 (S) The Body as Property (DPE)**

From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors (priority given to those concentrating in Political Theory ); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

**Attributes:** JLST Interdepartmental Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 333 (F) Asian/African American Cultural and Political Theory**

**Cross-listings:** PSCI 333 AFR 344 AMST 325

Secondary Cross-listing

Contrasted as "model minorities" or "incorrigible minorities" Asian Americans and African Americans have been pitted against one another in social standing and political objectives. However, throughout the twentieth century, African/Asian solidarity and alliances existed in political movements and literary and cultural productions. From Ho Chi Minh's anti-lynching writing, the founding conference of the WIDF (Women's International Democratic Federation) in China in 1945, through the Bandung Conference, coalitions against U.S. wars in Southeast Asia, and alignments with Chinese anti-imperialist endeavors, black and Asian peoples have joined in international political formations. Contributions to theory include the writings and activism of Langston Hughes, W.E.B. Du Bois, Richard Wright, Robert Williams, Yuri Kochiyama, Grace Lee and Jimmy Boggs, Ishmael Reed, and Amiri Baraka; films of Bruce Lee; music of Fred Ho; revolutionary praxis of Mao Tse Tung's *Little Red Book* and his writings on art and society; the Marxism of the Black Panther Party; the Afro-futurism of Sun Ra and Samuel Delany; and contemporary "Afro-pessimism." Such cultural works depict futurities and possibilities for Black and Asian diasporas. This seminar examines theory, politics, literature, film, and music produced from and linked to twentieth-century movements against capitalism, racism, colonialism, and imperial wars to think through how Black and Yellow Power have shaped solidarity to challenge white supremacy and racial capitalism. **Requirements:** One midterm paper (5-6 pp.) = 30%; final paper/project (10-12 pp.) with a creative option = 50%; short response paper and GLOW posts = 10%; participation (attendance and class discussion) = 10% Course cap: 19 Priority given to AMST majors, Africana concentrators

**Requirements/Evaluation:** One midterm paper (5-6 pp.) = 30%; Final paper/project (10-12 pp.) with a creative option = 50%; Short response paper and GLOW posts = 10%; Participation (attendance and class discussion) = 10%

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** AMST majors, Africana concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 333 (D2) AFR 344 (D2) AMST 325 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 334 (S) Theorizing Global Justice**

While economic exchanges, cultural convergence, and technological innovations have brought people in different parts of the world closer together than ever before, globalization has also amplified differences in material wealth and social inequalities. Ill health, inadequate sanitation, and lack of access to safe drinking water are increasingly common. Yet, more than ever before, the means exist in affluent regions of the world to alleviate the worst forms of suffering and enhance the well-being of the poorest people. How are we to understand this contradiction as a matter of justice? What is the relationship between justice and equality, and what do we owe one another in a deeply divided world? Course readings will engage your thinking on the central debates in moral philosophy, normative approaches to international political economy, and grassroots efforts to secure justice for women and other severely disadvantaged groups. Key theorists include Amartya Sen, Martha Nussbaum, John Rawls, Thomas Pogge, Nancy Fraser, Paul Farmer, Vandana Shiva, Majid Rahnema, and Enrique Dussel.

**Class Format:** discussion

**Requirements/Evaluation:** oral presentation, weekly blog posts, and three papers (3 pages, 7 pages and 8-10 pages)

**Prerequisites:** at least one course in political theory or philosophy or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Political Science majors and concentrators in Political Theory

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives JLST Interdepartmental Electives PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **PSCI 337 (S) Visual Politics**

**Cross-listings:** PSCI 337 ARTH 337 AMST 370

Primary Cross-listing

Even casual observers know that appearances matter politically and that the saturation of politics by visual technologies, media, and images has reached unprecedented levels. Yet the visual dimensions of political life are at best peripheral topics in contemporary political science and political theory. This seminar explores how our understanding of politics and political theory might change if visibility were made central to our inquiries. Treating the visual as a site of power and struggle, order and change, we will examine not only how political institutions and conflicts shape what images people see and how they make sense of them but also how the political field itself is visually constructed. Through these explorations, which will consider a wide variety of visual artifacts and practices (from 17th century paintings to the optical systems of military drones and contemporary forms of surveillance), we will also take up fundamental theoretical questions about the place of the senses in political life. Readings may include excerpts from ancient and modern theorists, but our primary focus will be contemporary and will bring political theory into conversation with other fields, particularly art history and visual studies but also film and media studies, psychoanalysis, neuroscience, and STS. Possible authors include Arendt, Bal, Belting, Benjamin, Browne, Buck-Morss, Butler, Campt, Clark, Cray, Debord, Deleuze, Fanon, Foucault, Freedberg, Hobbes, Kittler, Mercer, Mitchell, Mulvey, Plato, Rancière, Scott, Sexton, Starr, Virilio, Warburg, and Zeki.

**Requirements/Evaluation:** regular, engaged class participation, several Glow posts, and \*either\* three 7- to 8-page papers \*or\* on short and one much longer paper.

**Prerequisites:** at least one prior course in political theory, cultural theory, visual studies, or art history; or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science and Art History majors (including students in the grad program); then qualified students from all disciplines welcome, space permitting

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 337 (D2) ARTH 337 (D2) AMST 370 (D2)

**Attributes:** PSCI Political Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mark T. Reinhardt

### **PSCI 339 (S) Politics in Dark Times: Hannah Arendt (WS)**

**Cross-listings:** PSCI 339 JWST 339

#### **Primary Cross-listing**

Hannah Arendt (1906-75) bore witness to some of the darkest moments in the history of politics. Born a Jew in Germany, Arendt lived through--and reflected deeply on--two world wars, the rise of totalitarianism, and the detonation of the first atomic bomb. She narrowly escaped imprisonment by the Gestapo and internment in a refugee camp in Vichy France before fleeing to New York. Yet, in the face of these horrors, Arendt never lost her faith in political action as a way to express and renew what she called "love of the world." She wrote luminously about the darkness that comes when terror extinguishes politics and the shining, almost miraculous events of freedom through which politics is sometimes renewed. In this tutorial, we will investigate what Arendt's vision of politics stands to offer to those struggling to comprehend and transform the darkest aspects of the contemporary political world. Our time and Arendt's are similarly darkened by the shadows of racism, xenophobia, inequality, terror, the mass displacement of refugees, and the mass dissemination of lies. It may be tempting to conclude from these similarities--as some recent commentators have--that we are witnessing the return of "totalitarianism" as Arendt understood it. She would be the first to refuse to use inherited concepts as if they were keys to unlock the present. Her words and her example should impel us to reject shortcuts to authentic understanding, the "unending activity by which...we come to terms with and reconcile ourselves to reality." We will turn to Arendt as an interlocutor, not a guide, as we seek to reconcile ourselves to the contingency and specificity of past and present political realities. And we will search her works and our world for embers of hope that even seemingly inexorable political tragedies may yet be interrupted by assertions of freedom in political action.

**Requirements/Evaluation:** five 5-page papers; five 2-page responses; participation

**Prerequisites:** a prior course in political theory, philosophy, or critical theory, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Theory concentrators, Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 339 (D2) JWST 339 (D2)

**Writing Skills Notes:** You will receive feedback from me and your tutorial partner on your five papers (each 5 pages long and spaced evenly through the semester). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** JWST Elective Courses PHIL Related Courses PSCI Political Theory Courses

**Not offered current academic year**

### **PSCI 340 (S) Why States Fail**

This course considers the origins of political violence and state failure at the end of the 20th century. It seeks to address why there was a resurgence of political violence at the dawn of the 21st century. Toward that end, we begin by considering competing explanations of political violence (ethnicity, democratization, natural-resource endowments, and predatory elites). We then move on to the empirical section of the course in which we cover case

studies of state failure in parts of Eastern Europe, Africa and the Middle East.

**Class Format:** discussion

**Requirements/Evaluation:** seminar participation, two oral presentations and a research paper proposal

**Prerequisites:** one of the following: PSCI 201, 202, 203, 204, 229, 243, 250, 254 or the permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

### **PSCI 342 (S) Beyond the welfare state**

"Not me. Us" became a rallying cry of Bernie Sanders' presidential campaign in late 2019. Sanders' slogan reflects a vision of a robust welfare state, defined by a widespread commitment to solidarity, where citizens share social risks as well as economic rewards. But what role can the welfare state play in the twenty-first century? How have its constitutive institutions, from pensions to unemployment insurance, evolved since the post-war "Golden Age"? Is solidarity possible only in utopia, or can we realize it in the world as well? This course identifies the political conditions under which welfare states developed in the twentieth century, and examines how they have responded to globalization, immigration, digital transformation, and other contemporary challenges. If the welfare state has a future, it will look different from the past, but how? Taking up a handful of alternative paradigms, from social investment to mutual aid, we will assess different trajectories of solidarity in the twenty-first century.

**Requirements/Evaluation:** Class participation; Two short papers; Two presentations; Take-home final essay

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Potential and actual PSCI and POEC majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

### **PSCI 343 (F) Democratic Erosion**

**Cross-listings:** GBST 342 PSCI 343

**Primary Cross-listing**

A central tenet of political science is that once a country reaches a certain level of political and economic development, democracy will endure indefinitely. The contemporary moment calls on us to revisit this assumption. This course explores the causes and consequences of democratic erosion through the lens of comparative politics. We ask three central questions to inform our investigation: 1) What is democracy and its alternatives? 2) How do we identify democratic breakdown? and 3) What are strategies to counteract backsliding when it occurs? Importantly, this course is *not* intended as a partisan critique of any particular American politician or political party. Rather, it is designed to provide an opportunity to engage, critically and carefully, with claims about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings draw from academic scholarship, media commentary, and current events as they unfold. We will address both empirical and normative dimensions of the issues, as well as learn about examples of democratic erosion around the world from early 20th century until today. As a collaborative class taught at dozens of other colleges, the course enables you to engage in debates about democratic erosion with students throughout the US and around the world.

**Requirements/Evaluation:** Active Class Participation, 3 Short Response Papers, Country Case Study (15-20 pages, written incrementally throughout semester) and Presentation.

**Prerequisites:** Prior coursework in political science or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science Majors, Global Studies Concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 342 (D2) PSCI 343 (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

### **PSCI 344 (S) Palestinian Nationalism**

Palestinian Nationalism: This tutorial will cover the history, bases of support, objectives, and accomplishments and failures of Palestinian nationalism over the past century. It will address how the Palestinian nation has been defined, who has defined it, what factions and classes have controlled its organizations, and the reasons why it has failed to achieve its goals. The tutorial will address the evolution of Palestinian nationalism historically and thematically, employing both primary and secondary sources. The readings will consist mostly of Palestinian authors, with an emphasis on documents, histories, and political analyses. Two questions will anchor the tutorial: how is the nation defined and what, if any, class interests are folded into various definitions?

**Requirements/Evaluation:** Read the assigned materials, write a 5-page paper every other week, and comment on the student's partner's paper in the other weeks.

**Prerequisites:** Political Science Majors and students with background in Middle East

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Nationalism

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

TUT Section: T1 TBA Michael D. MacDonald

### **PSCI 345 (S) The Meaning of Life and Politics in Ancient Chinese Thought**

**Cross-listings:** ASIA 345 PSCI 345 ASST 345

Primary Cross-listing

How can we live a good life? What standards should we use to judge how political power is constituted and used? This class will involve students in close reading of, and exegetical writing about, core texts of ancient Chinese philosophy in English translation. The purpose is to gain an understanding of a number of different perspectives on life and politics, especially Confucianism, Legalism and Daoism. While the primary focus will be on the meaning of the texts in the context of their own times, contemporary applications of core concepts will also be considered. The class will begin with background readings, since no prior work in Chinese philosophy or history is assumed. Then the class will read significant portions of the following canonical works: *Yijing*, *Analects*, *Mencius*, *Daodejing*, *Zhuangzi*, and *Han Feizi*.

**Requirements/Evaluation:** two 5-page papers and one 15-page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference to seniors but all are welcome.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 345 (D2) PSCI 345 (D2) ASST 345 (D2)

**Attributes:** GBST East Asian Studies Electives LEAD Facets or Domains of Leadership PSCI Comparative Politics Courses PSCI Political Theory Courses

Not offered current academic year

**PSCI 349 (S) Cuba and the United States (WS)**

With the passing of the Castro brothers' regime on the horizon, we examine the long and deeply felt history of dependence and conflict between Cuba and its colossal neighbor to the north. It begins with the political economy of the colony, then covers the Cuba- US relationship from José Martí and 1898 through the Cold War to the present, emphasizing the revolutionary period. Tutorial topics include: sovereignty and the Platt Amendment; culture and politics; race and national identity; policies on gender and sexual orientation; social programs; political institutions; the post-Soviet "Special Period"; the evolution of the Cuban exile community in the US; and the fraught agenda of reform and generational transition. Materials include journalism, official publications, biographies, travel accounts, polemics, policy statements of the US government, and a wide range of academic works.

**Class Format:** a lecture in the first week; then ten weeks of tutorial; then a discussion class in the final week

**Requirements/Evaluation:** five 5- to 6-page papers, five 1- to 2-page responses, and one 1-page essay for the final class

**Prerequisites:** any course on Latin America or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Assignments are graded and returned weekly. After each student has written one long paper and one response, professor meets with them individually to discuss the composition and presentation of each genre.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses

Not offered current academic year

**PSCI 351 (S) The New Left and Neoliberalism in Latin America (DPE)**

**Cross-listings:** PSCI 351 GBST 351

Primary Cross-listing

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Mexico, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

**Class Format:** discussion then seminar

**Requirements/Evaluation:** three 3-page essays, a 1-page reflection paper, and a 12-page research proposal

**Prerequisites:** a course on Latin America and a course in Economics or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 351 (D2) GBST 351 (D2)

**Difference, Power, and Equity Notes:** The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the

proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

**Attributes:** GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

### **PSCI 352 (F) Politics in Mexico (DPE)**

**Cross-listings:** GBST 352 PSCI 352

#### **Primary Cross-listing**

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

**Class Format:** lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

**Requirements/Evaluation:** map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 352 (D2) PSCI 352 (D2)

**Difference, Power, and Equity Notes:** One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

### **PSCI 353 (F) What is Democracy?**

This is a research course that will investigate the meaning of democracy through readings and a research paper. The readings will begin with claims that democracy consists of government by elites, that the democratic component consists of elections that amount to choosing between rival slates of elites, and that agreements among elites set the boundaries for permissible democratic decision making. To examine this claim, the readings will address two fundamental issues. First, it will consider the the terms of American foreign policy after the Cold War, how it sets these, and continuities and discontinuities between the Clinton and Bush administrations. Where did Democratic and Republican foreign policy elites agree and disagree and what happened to proposals that were outside the elite consensus? Second, the course will consider the prelude and official responses to the 2008-11 financial crisis. What policies paved the way for and resolved the crisis, how were they reached, and who participated in formulating them? In other words, to what extent and in what respects were these fundamental turning points made "democratically"? Having done preliminary reading on these two issues, students will conduct in-depth research into aspects of one of these questions and write a research paper.

**Requirements/Evaluation:** One 5 page paper, 25 page research paper, presentation of paper to class, and class participation.

**Prerequisites:** Political Science majors or prospective majors, sophomores, juniors, and seniors, and permission of instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors or prospective majors, sophomores, juniors, and seniors, and permission of instructor.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course PSCI Research Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Michael D. MacDonald

### **PSCI 354 (F) Nationalism in East Asia**

**Cross-listings:** ASIA 354 PSCI 354 HIST 318

#### **Primary Cross-listing**

Nationalism is a major political issue in contemporary East Asia. From anti-Japanese demonstrations in China, to tensions on the Korea peninsula, to competitive elections in Taiwan, to controversies in Japan about how history is portrayed in high school textbooks, national identity is hotly debated and politically mobilized all across the region. This course begins with an examination of the general phenomena of nationalism and national identity and their historical development in East Asia. It then considers how nationalism is manifest in the contemporary politics and foreign relations of China, Japan, South Korea, North Korea and Taiwan.

**Requirements/Evaluation:** 2-3 short papers; final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** in the following order, seniors, juniors, sophomores, then first-years

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 354 (D2) PSCI 354 (D2) HIST 318 (D2)

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia PSCI Comparative Politics Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm George T. Crane

### **PSCI 357 (S) Leadership and the Anxieties of Democracy**

**Cross-listings:** PSCI 357 LEAD 425

#### **Secondary Cross-listing**

This capstone course examines the challenges and opportunities facing political leaders in contemporary liberal democracies. We will begin by surveying institutional constraints confronting contemporary political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment, among others. Then, we will look at some important factors that shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. While the course will focus primarily on the United States, our conceptual framework will be global; though our main interest will be contemporary, we will also examine previous eras in which democratic leadership has come under great pressure. Our primary questions will be these: Why does transformative leadership seem so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world? As a final assignment, students will craft an 18-20-page research paper on a topic of their choice related to the themes of the course.

**Requirements/Evaluation:** Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

**Prerequisites:** LEAD 125 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Open to Leadership Studies concentrators or with the permission of the instructor; preference given to Political Science majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 357 (D2) LEAD 425 (D2)

**Attributes:** LEAD Facets or Domains of Leadership PSCI Research Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mason B. Williams

### **PSCI 358 (F) Media, Politics, and Power**

Concerns about 'misinformation,' 'fakenews,' and 'propaganda' abound in discussions of politics in social media, news, entertainment and movies, and in daily conversations. Conflicting groups regularly accuse each other of being 'duped' by 'biased' sources of information on crucial issues like war, elections, sexuality, racism, and history. But is anyone immune to media influence? What is it and how might it work? And who are the groups who shape how media portray the world to us? This seminar explores such questions by investigating the political use of media in the organization of power. Readings and discussions provide a view on the past and ongoing use of media in the shaping of popular knowledge, collective actions, and public policies. We interrogate the terms 'media,' 'politics,' and 'power.' We study techniques to politically use media as well as research techniques to uncover political practices and relations. The course is divided into three parts. The first module engages students in readings on the economic and political situation of dominant types of media (AI, social media, news, etc.) and dominant media companies (Google, FaceBook, CNN, FOX, etc.). The second engages students with theory and methods for understanding and analyzing media contents (the stories, images, etc. that media convey). The final module introduces students to theory and methods for analyzing media relations (how a given media connects particular groups in particular ways). In the second and third modules, students develop *research questions* that they pair with *research methods* to politically analyze a chosen media channel. The course is designed to introduce students to fundamental components of social science research and critical thinking on media as a political tool.

**Requirements/Evaluation:** Participation in class discussions and activities, written reflections on readings, data gathering and analysis, two 8-10 page papers, peer review, 2 in-class presentations.

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science majors, Science and Technology concentrators

**Expected Class Size:** 12-16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm James Owens

### **PSCI 360 (S) Right-Wing Populism**

After the fall of the Berlin Wall in 1989, the political scientist Francis Fukuyama famously declared "the end of history". From now on only liberal democracy, free market capitalism, and global integration had a future. Everything else--including political ideology, nationalism, conservative religion, and sovereignty--was consigned to the ash heap. Thirty years later the future looks seriously derailed. A right-wing populism marked by Brexit, Trump, Le Pen, and a host of 'far-right' political movements in the very heartland of democratic globalizing capitalism has shaken liberal certainties. This course is an investigation into contemporary right-wing populism in Europe and North America in its social, economic, and political context. We will discuss theories of right-wing populism's appeal from both Left and Right perspectives. We will also investigate cases of right-wing populism including France's National Rally and the Eric Zemmour phenomenon, Sweden's Sweden Democrats, Hungary's Fidesz, Poland's Law and Justice Party, and Trumpism, the alt-right and QAnon. Finally we will entertain right-wing populism as both a cause and a symptom of a crisis in liberal democracy.

**Requirements/Evaluation:** two short papers; one long term paper; discussion questions; class participation

**Prerequisites:** one course in comparative politics or social theory; or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Comparative Politics Courses PSCI International Relations Courses PSCI Research Courses

Not offered current academic year

### **PSCI 361 (F) The CIA and American Foreign Policy**

**Cross-listings:** PSCI 361 LEAD 361 HIST 355

#### **Primary Cross-listing**

Despite an American aversion to espionage captured by Secretary of State Henry Stimson's oft-cited (yet unsubstantiated) remark, "Gentlemen don't read each other's mail," intelligence history in the United States dates back to the Revolutionary War. Still, it took the shock of Pearl Harbor for the United States to establish a permanent peacetime civilian intelligence service independent of another federal department--the Central Intelligence Agency. Since then, the agency and others which comprise the loose entity called the Intelligence Community (IC) have played a pivotal albeit intensely controversial role in US foreign and national security policies. Yet their roles and missions remain largely misunderstood and divisive, as attested to by recent debates surrounding the multiple investigations of the 9/11 tragedy, the flawed pre-war estimates of Iraq's Weapons of Mass Destruction (WMD) capabilities, the reporting on Benghazi, the Snowden revelations, and much more. This course seeks to provide greater understanding of the relationship between intelligence and US foreign and national security policy by examining the CIA's and IC's roles and responsibilities, illuminating their history alongside the history of America and the World, assessing their successes and failures, evaluating their reforms, and correlating their behavior and capabilities with US values and institutions.

**Requirements/Evaluation:** Midterm, several short papers, and a research paper.

**Prerequisites:** None

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science and History Majors, prior coursework in American foreign policy.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 361 (D2) LEAD 361 (D2) HIST 355 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **PSCI 364 (F) Noam Chomsky and the Radical Critique of American Foreign Policy**

Noam Chomsky emerged as one of the most influential figures in the development of modern linguistics during the 1950's. However, since the Vietnam War, Chomsky has also established himself as perhaps the most influential critic of American foreign policy and the Washington national security establishment. This tutorial will examine his wide-ranging critique of American foreign policy over the last half century, focusing on his analysis of the role that he believes the media and academics have played in legitimizing imperialism and human rights abuses around the world. We will also explore the controversies and criticisms of his work from both the right and the left because of his political stance on issues ranging from the Arab-Israeli conflict to humanitarian intervention to free speech. Finally, we will also examine how Chomsky's views, largely considered to be radical for much of his life, have become far more mainstream over time.

**Requirements/Evaluation:** Students will write five 6-7 page papers over the course of the semester. On weeks that students are not writing the lead paper, they will write a 1-2 page critique of the essay submitted by their tutorial partner.

**Prerequisites:** One of the following courses is strongly recommended : PSCI 120, 127, 202.

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with some previous coursework in American foreign policy or world politics.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** International Relations Subfield

**Distributions:** (D2)

**Attributes:** LEAD American Foreign Policy Leadership PSCI International Relations Courses

Not offered current academic year

### **PSCI 367 (S) Decolonizing International Relations (DPE)**

**Cross-listings:** GBST 367 PSCI 367

#### **Primary Cross-listing**

The Oxford English Dictionary defines Decolonization as "the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies." The emergence of an international system of sovereign states--the core foundation of international relations--presumes the process of dismantling systems of domination, extraction, and exclusion ended long ago. However, there is increasing recognition that International Relations in all forms, including theory, research, and policy, continue to be structured by traditional paradigms of power (e.g. white, male, elite). This course begins with the premise that knowledge is embedded within, and often reproduces, power hierarchies. Thus, this class is organized as a collaborative investigation with the aims of: 1) examining how whiteness and other historically dominant perspectives shape International Relations theory and research areas; 2) expanding and improving our understanding of International Relations through different lenses (e.g. race, class, gender, disability, indigenous, queer, subaltern); and 3) exploring the implications of a more inclusive approach to International Relations, both within the classroom as well as contemporary decolonization movements in the US and around the world.

**Requirements/Evaluation:** Participation, 3 response/reflection papers, annotated bibliography

**Prerequisites:** One prior course in International Relations or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 367 (D2) PSCI 367 (D2)

**Difference, Power, and Equity Notes:** This class encourages students to recognize the power dynamics inherent within, and reproduced by, the study of International Relations as structured by traditionally dominant paradigms. This class provides students with the tools to critically identify, decenter, and deconstruct dominant lenses as well as the opportunity to engage with, and apply, an inclusive approach centering a more expansive range of theoretical perspectives and knowledge production.

Not offered current academic year

### **PSCI 370 (F) The Political Thought of Frantz Fanon (WS)**

**Cross-listings:** PSCI 370 PHIL 360 AFR 360 LEAD 360

#### **Secondary Cross-listing**

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon's political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

**Requirements/Evaluation:** attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 370 (D2) PHIL 360 (D2) AFR 360 (D2) LEAD 360 (D2)

**Writing Skills Notes:** Students write weekly online reading response papers, two 7-page essays, and one 20-page final research paper. Students receive written feedback from me throughout, meet with me 1-on-1 to discuss 7-page essays to then revise/re-submit and also receive written feedback before final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 372 (S) CAPSTONE: Sylvia Wynter, Black Lives, and Struggle for the Human**

**Cross-listings:** PSCI 372 AFR 450

Secondary Cross-listing

How do we judge the value of life? What is the significance of death and arbitrary threats to our existence? Why probe modern notions of black and blackness? What defines optimism, pessimism, enslavement, freedom, creativity, and being human? Do black lives matter? This capstone seminar will explore these and related questions through an examination of the life and work of Jamaican novelist, playwright, cultural critic, and philosopher Sylvia Wynter. Methodologically interdisciplinary, the course shall examine written and audiovisual texts that explore Wynter's inquiries into the central seminar queries. We will study figures and movements for black lives whose geopolitics frame the milieu of Wynter's work. Our examination of intellectuals and activists, with their explicit and implicit engagements with Wynter, shall facilitate assessing the possibilities, challenges, and visions of black living. We will also explore the current implications of Wynter's thought for Africana political theory, Afro-futurism, social justice, human rights, and critiques of liberal humanism. In the latter half of the course, students will have the opportunity to design, conduct, and present their own final research projects.

**Requirements/Evaluation:** attendance and participation; a 7-page midterm essay; class presentation; and a final research project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators and Political Science majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 372 (D2) AFR 450 (D2)

**Attributes:** AFR Core Electives PSCI Political Theory Courses

Not offered current academic year

### **PSCI 373 (S) Black Marxism: Political Theory and Anti-Colonialism (DPE) (WS)**

**Cross-listings:** AFR 340 INTR 341 PSCI 373 PHIL 341

Secondary Cross-listing

The seminar involves a critical engagement with key Africana political leaders, theorists and liberationists. We will examine the Pan-African writings of: Cedric Robinson (*Black Marxism*); Walter Rodney (*How Capitalism Underdeveloped Africa*), Eric Williams (*Capitalism and Slavery; From Columbus to Castro*); Frantz Fanon (*The Wretched of the Earth*); Malcolm X (*Malcolm X Speaks*); Amilcar Cabral (*Resistance and Decolonization; Unity and Struggle*); C. L. R. James (*The Black Jacobins*).

**Requirements/Evaluation:** Attend all classes. Papers are due 24hours before the start of class. Participate in class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 340 (D2) INTR 341 (D2) PSCI 373 (D2) PHIL 341 (D2)

**Writing Skills Notes:** Three thesis papers at five pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers, including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper.

**Difference, Power, and Equity Notes:** This course focuses on anti-colonial struggles against European powers. Research will include the concept of "internal colonies" in the US.

Not offered current academic year

### **PSCI 375 (S) Modern Jewish Political Theory**

**Cross-listings:** PSCI 375 JWST 492 REL 330

#### **Secondary Cross-listing**

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

**Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)

**Attributes:** JWST Capstone Course JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jeffrey I. Israel

### **PSCI 376 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

#### **Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The

seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

### **PSCI 378 (F) Origins of the State**

When and how did the state come into existence as a form of political organization? This course explores theories of the origins of the state, asking how myths and other speculative accounts in the Western tradition draw boundaries between past and present, as well as between self and other. Paying attention to common oppositions such as nature/civilization, primitive/advanced, anarchy/social order, feminine/masculine, ruler/ruled and stasis/progress, we will investigate how these antagonisms work together to create the conception of the state that still dominates politics today. Course readings touch briefly on social contract theories (Locke, Hobbes, Rousseau, Kant) before turning to the core material for our exploration: alternative accounts of the origins of the state based on ancient Greek and Roman mythology and the ethnological writings of nineteenth-century socialists (Marx, Engels, Bebel, and others). More recent perspectives and critical interpretations will be drawn from feminist theory (Spivak, Pateman, MacKinnon, Folbre) and critical anthropology (Cassirer, Fabian, Graeber & Wengrow). Among our questions: Is it really possible to pinpoint a moment in time when the state came into existence? And if the aim is not to provide a historically accurate account, what exactly is at stake in constructing or demythologizing theories of the origins of the state?

**Requirements/Evaluation:** oral presentation and three papers (3 pages, 5 pages and 12-15 pages)

**Prerequisites:** Not open to first-year students.

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science majors and concentrators in Political Theory

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Political Theory Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

### **PSCI 379 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

**Cross-listings:** AFR 372 AMST 400 GBST 400 INTR 400 PSCI 379

**Secondary Cross-listing**

This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 372 (D2) AMST 400 (D2) GBST 400 (D2) INTR 400 (D2) PSCI 379 (D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Joy A. James

**PSCI 380 (S) Sex Marriage Family**

**Cross-listings:** SOC 390 PSCI 380

**Primary Cross-listing**

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate. Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defense, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing in both left-wing (Scandinavia) and right-wing (Central Europe) variants.

**Requirements/Evaluation:** Two 4-5 page papers, 12-15 page research paper, discussion questions, class participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Economy, Political Science, and Sociology majors and prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 390 (D2) PSCI 380 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Darel E. Paul

**PSCI 382 (F) The Politics of Migration: Citizen, Immigrant, Alien, Refugee (DPE)**

Currently 272 million international migrants live in a country different from where they were born, an increase of 78% since 1990. What are the social, economic, and political consequences of unprecedented global mobility in both destination countries and countries of origin? This class investigates one of the most polarizing and relevant issues of our time: the politics of migration. Throughout the semester we interrogate four themes central to migration politics: rights, representation, access, and agency. The course is organized with a focus on status: which "categories" of people (i.e. citizens, migrants, refugees) have differential access to rights, services, and representation and why. Drawing on political speeches, documentary films, humanitarian campaigns, and a variety of academic texts, we critically analyze how those categories are constructed, as well as the political work they do in making claims, justifying policies, and shaping public opinion. The class situates contemporary US migration policies within a global context and over time, placing the US case in conversation with considerations of migration politics and policies in countries around the world. As an experiential education course, we will (virtually) attend a US naturalization ceremony as well as interview officials from organizations working with migrants and refugees here and abroad.

**Requirements/Evaluation:** Active class participation, 3 short papers (3 pages each), policy project (8-10 pages), and presentation.

**Prerequisites:** Prior course work in political science or global studies.

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science majors, Global Studies Concentrators.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines the politics of migration with a focus on the power inherent within particular categorizations of people in relation to the state (i.e. citizens, migrants, aliens, refugees). We compare policies shaping the lives of migrants around the world, with particular considerations of how race, gender, age, and religion shape migration experiences (and migration policy). We focus on rights, access, and migrant agency throughout the course.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

**PSCI 386 (F) Identity Politics: Conflicts in Bosnia, Israel-Palestine, Northern Ireland, & South Africa**

Identities have been either the stakes, or the guise taken by other kinds of conflicts, in Bosnia, Israel-Palestine, Northern Ireland, and South Africa for centuries. They have led to, or expressed, political divisions, clashing loyalties, and persistent and sometimes consuming violence. They also have produced attempts by both internal and external actors to resolve the issues. This research seminar will engage the origins of the conflicts and the role of identities in them, the role of disputes about sovereign power in creating and intensifying them, the strategies for reconciling them that are adopted domestically and internationally, the deals that have been struck or have not been struck to bring peace in these societies, and the outcomes of the various efforts in their contemporary politics. The course will begin by reading about both the general theoretical issues raised by conflicts in these "divided societies" and various responses to them. After familiarizing ourselves with what academic and policy literatures have to say about them, we then will read about the histories and contemporary politics in each society. With that as background, students will choose an aspect or aspects of these conflicts as a subject for their individual research.

**Requirements/Evaluation:** 2 10-12-page papers

**Prerequisites:** Political Science majors

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors or permission of instructor

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Research Courses

Not offered current academic year

### **PSCI 387 (S) The Firm**

The rise of gigantic tech firms--Google, Apple, Facebook, Amazon--has sparked widespread worries about the role of business power in capitalist democracy. Are these firms monopolies? How can they be better regulated? Should they be? This course studies the politics of business by centering analysis on the firm. From the perspective of the workplace, we investigate the firm as an arena of power, where workers and managers meet each other in continuous contests for control. From the perspective of the public sphere, we investigate the firm as an actor whose power maps uneasily onto the channels of democratic representation. Approaching the firm as both arena and actor in a number of capitalist democracies, we will compare the politics of business across different sectors, but will focus especially on tech and finance.

**Requirements/Evaluation:** Class participation; two 5- to 7-page essays; one presentation; one final essay.

**Prerequisites:** One introductory course in political science or economics, and/or permission of the instructor.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to sophomores and juniors majoring in PSCI and POEC.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sidney A. Rothstein

### **PSCI 388 (S) Comparative Political Economy**

**Cross-listings:** PSCI 388 POEC 388

Primary Cross-listing

This course examines the relationships between broad economic structures and political institutions. We consider why and how the spread of capitalism led to the birth of democracy in some countries, but dictatorships in others? Here we look closely at whether it is economic development which leads to the spread of democracy. Or whether it is economic crises which make the movement to democracy possible. Finally, we examine whether the emergence of a neoliberal economic order has affected the organization of political society?

**Requirements/Evaluation:** class participation, 4 tutorial-style papers, 6 response papers, 1 revised paper

**Prerequisites:** PSCI 201-04 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Political Science Majors, Political Economy Majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 388 (D2) POEC 388 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Not offered current academic year

### **PSCI 397 (F) Independent Study: Political Science**

Political Science independent study.

**Requirements/Evaluation:** Evaluation is based on independent work undertaken by the student with approval of the instructor.

**Prerequisites:** open to junior or senior majors with permission of the department chair

**Enrollment Limit:** na

**Enrollment Preferences:** PSCI majors

**Expected Class Size:** na

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **PSCI 398 (S) Independent Study: Political Science**

Political Science independent study.

**Requirements/Evaluation:** Evaluation is based on independent work undertaken by the student with approval of the instructor.

**Prerequisites:** open to junior and senior majors with permission of the department chair

**Enrollment Limit:** na

**Enrollment Preferences:** PSCI Majors.

**Expected Class Size:** na

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Nicole E. Mellow

### **PSCI 412 (F) Senior Seminar: Interpretations of American Politics**

American politics are in upheaval, and most Americans believe the country to be headed down "the wrong track." Yet assessments of what is at the heart of the country's problems vary. Many worry that the United States is threatened by anti-democratic actors intent on consolidating white nationalist power and corporate rule. Yet at the same time, others worry that the U.S. has abandoned the Anglo-Protestant traditions that made it strong and has entered a period of moral decay and decline. What are we to make of these different assessments? What do left and right see when they survey the nation, and why is what they see so different? Any diagnosis of contemporary maladies is premised on a vision of what a healthy functioning republic looks like. Our task in the seminar is to uncover and interrogate those visions. We will do this by exploring different interpretations of the American political order, each with its own story of narrative tensions and possible resolutions. We will then use our investigation of how different authors, and different traditions, understand the nation to help us assess contemporary politics and come to our own conclusions about what animates conflicts.

**Requirements/Evaluation:** brief weekly writing assignments; three short essays; and oral examination

**Prerequisites:** at least one course in American politics

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Political Science majors with a concentration in American politics

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSCI American Politics Courses

Not offered current academic year

### **PSCI 413 (S) Senior Seminar in American Politics: Polarized America**

With red states and blue states, partisan divisions in Congress, and even disputes about wearing masks to protect against the coronavirus, few question the fact of a polarized America. But what is the polarization about and what caused it? Is it manufactured by a political elite using the rules of the game to maintain power while ignoring the concerns of the people? Is it a capitalist strategy to divide the public in order to advance the interests of the wealthy corporate elite? Does it reflect a polity divided by racial and ethnic tensions with different visions of the nation's past and future? Does it

reflect increased inequality in a fast-changing global economy? How can a government of separated institutions operate and come to collective decisions given this discord? Can the framers' vision of deliberative, representative government meet the challenges of a polarized polity?

**Requirements/Evaluation:** class participation, weekly writing assignments, two short papers, final project

**Prerequisites:** At least one course in American politics

**Enrollment Limit:** 16

**Enrollment Preferences:** Seniors majoring in political science with concentration in American politics

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI American Politics Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

### **PSCI 420 (F) Senior Seminar: The Nuclear Revolution**

**Cross-listings:** LEAD 420 PSCI 420 LEAD 330

#### **Primary Cross-listing**

This is a course about international politics in the nuclear age. In broad terms, it focuses on a very basic question: Does international politics still work essentially the same way as it did in the prenuclear era, or has it undergone a "revolution," in the most fundamental sense of the word? The structure of the course combines political science concepts and historical case studies, with the goal of generating in-depth classroom debates over key conceptual, historical, and policy questions. The basic format of the course will be to combine very brief lectures with detailed class discussions of each session's topic. The course will begin--by focusing on the Manhattan Project--with a brief technical overview of nuclear physics, nuclear technologies, and the design and effects of nuclear weapons. The course will then examine the following subjects: the dropping of the atomic bombs on Japan; theories of the nuclear revolution; the early Cold War period; the development and implications of thermonuclear weapons; the Berlin and Cuban missile crises; nuclear accidents; nuclear terrorism and illicit nuclear networks; the future of nuclear energy; regional nuclear programs; preventive strikes on nuclear facilities; nuclear proliferation; and contemporary policy debates.

**Requirements/Evaluation:** class participation, three 8- to 10-page papers

**Prerequisites:** PSCI 202

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science major seniors with an International Relations concentration

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 420 (D2) PSCI 420 (D2) LEAD 330 (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

### **PSCI 421 (F) Senior Seminar: The Liberal Project in International Relations**

The most powerful actors in global politics are liberal ones, and a liberal project around democratic states, international law and organizations, and free trade dominates the global agenda. This course is an investigation into this global liberal project, engaging both theory and practice. We will discuss signature liberal theorists both classic and current as well as some of their most notable critics. We will also attend to empirical evaluations of signature liberal efforts around democratization, development, and human rights. The course ends with a discussion of the successes and failures of the European Union as the principal embodiment of the liberal project today.

**Requirements/Evaluation:** 1-3 papers of 5-7 pages, short oral presentations, daily discussion questions, 12-15 page final paper, class participation

**Prerequisites:** senior Political Science major or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** senior Political Science majors concentrating in International Relations

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Darel E. Paul

### **PSCI 423 (F) Humanitarianism as Ideology and Strategy**

Since the mid-1980s, humanitarianism has been one dominant attitude that powerful countries, organizations and people have adopted with regard to poverty or disaster elsewhere. Humanitarianism aims at rescue, striving to keep people alive until some solution can be found. It aims not to address crises' causes nor to assist with solutions--which it considers political--just to keep human bodies alive. Critics contend that humanitarianism produces harm, provides structural incentives for people to do more or less than they need to, and deepens inequality between actors and targets. They contend that it legitimates the status quo, in which such things are bound to happen. This course confronts humanitarianism as an ideology through reading its defenders and critics, and as a political strategy assessing its usefulness.

**Class Format:** three students start class discussion every day; one reads a short (4-page) essay and two read shorter (two-page) essays

**Requirements/Evaluation:** three longer essays, six shorter essays, constructive participation

**Prerequisites:** PSCI 202 and at least one elective in international relations

**Enrollment Limit:** 12

**Enrollment Preferences:** Political science seniors then juniors; other seniors, then juniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

Not offered current academic year

### **PSCI 431 Senior Seminar in Political Theory: Rethinking the Political**

What is politics? The question, an important part of political theory at least since Socrates, has taken on renewed significance in recent years, as theorists have sought to rethink the political in response to twentieth century dictatorships and world wars; feminist, queer, anti-racist, post- and decolonial struggles; the transformations wrought by neoliberal globalization; the emergence of "algorithmic governance"; the recent resurgence of populist nationalism; and deepening recognition of climate crises. This seminar engages some of the major attempts at rethinking produced in the 20th and 21st centuries, particularly at those that, characterizing liberalism as masking structures of subordination and elements of conflict in political life, undervaluing the importance of citizen action and public space, or being ill-suited to altered technological and ecological conditions, seek to rework or move beyond it. In addition to those who argue for an expanded and emancipatory conception of politics, we will consider arguments against politics as primary path to improvement or focus of commitment. Authors read may include Schmitt, Strauss, Rawls, Arendt, Wolin, Rancière, Brown, Connolly, Hartman, Sharpe, Moten, Wynter, Sexton, Edelman, Muñoz, Coulthard, Simpson, Lazzarato, Haraway, Latour.

**Requirements/Evaluation:** Regular, engaged class participation; short Glow posts; one 6-8 page paper; one 10-12 page paper

**Prerequisites:** Junior or senior standing and two or more theory courses or consent of instructor. Non-majors with theory interests and backgrounds are welcome

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors and seniors concentrating in political theory

**Expected Class Size:** 11

**Grading:**

**Distributions:** (D2)

**Attributes:** PSCI Political Theory Courses

Not offered current academic year

**PSCI 432 (S) Senior Seminar: Critical Theory**

This course takes a critical look at the nexus of money and political power in the United States and world politics, using the concept of "racket society" to guide our inquiry. The theory of "rackets" was first put forward by Frankfurt School theorists in the 1940s as a way of analyzing linkages among organized crime, cartels, monopolies, corporate interests, and political institutions. Their project, which we will recreate in this course, was to trace the effects of the adaptation of the legal system (and other state institutions) to the conglomeration of capital and the concentration of wealth in a few hands. The flow of money offers insights into these deeper trends. Course readings begin with the work of Max Horkheimer, Theodor Adorno, Franz Neumann, Friedrich Pollock, and Herbert Marcuse, paying special attention to their discussion of the anti-democratic effects of money on political institutions. We will also look carefully at their critique of legal frameworks that protect the wealthy while criminalizing the poor. Although these concerns were not exclusive to the Frankfurt School, the approach they took had some unique features. Having fled Nazi Germany and re-established their research institute in exile the United States, Horkheimer and his colleagues brought an outsider-insider perspective to the problem. Among our questions are the following: How did the intellectual heritage of the Frankfurt School and their experiences in Germany shape their analysis of racket society in 1940s America? Does the theory of rackets still have analytical power today? Given the massive expansion of the U.S. economy and the role of transnational capital in driving economic globalization in recent decades, what insights might the early Frankfurt School offer critics of anti-democratic tendencies in world politics today?

**Requirements/Evaluation:** regular class participation, short (1 pg) response papers, and drafts leading up to a 15-page final essay

**Prerequisites:** junior or senior standing required; in addition, prior coursework in political theory, cultural theory, philosophy, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior Political Science majors with concentration in Political Theory, then other Political Science majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Political Theory Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

**PSCI 440 (F) Challenges to Neoliberalism in the United States and Europe since the Financial Crisis**

After emerging from the Cold War as the unrivaled model for capitalist societies, neoliberal capitalism has been subject to a series of challenges in the aftermath of the financial crisis of 2008-10. This seminar, after discussing briefly the institutions and logic of neoliberalism, will address recent challenges to it from both the left and the right in the United States and Europe. Specifically, the seminar will address the election of Donald Trump as president, the furor around Brexit in the United Kingdom and the authority of the European Union in Europe, and challenges to the hegemony of global finance and controversies around immigration in both the United States and Europe.

**Requirements/Evaluation:** in addition to participating in discussions about the readings, students are required to present to the class their written proposals for a research

**Prerequisites:** must be a senior Political Science major

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors specializing in the Comparative Politics subfield

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

**PSCI 442 (S) Senior Seminar: Lineages of the Authoritarian State**

Authoritarian states are plentiful in the world today. Some appear durable and resilient; they are not simply transient political failures awaiting a breakthrough to democracy. This course will consider the history and contemporary experience of authoritarian states, beginning with political philosophical analyses of Aristotle, Montesquieu, Anderson, Moore, and Arendt. Attention then turns to how post-World War II authoritarianism has been understood from a variety of perspectives, including: the "transitions to democracy" approach; the "competitive authoritarian" view; and the "authoritarian resilience" analysis, among others.

**Requirements/Evaluation:** 2-4 papers of 5-7 pages, several short oral presentations, daily discussion questions, 12-15 page final paper, class participation.

**Prerequisites:** Political science major or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Senior comparative politics concentrators; other political science senior majors; other political science majors; permission of instructor.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSCI Comparative Politics Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm George T. Crane

**PSCI 493 (F) Senior Thesis: Political Science**

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to designing, researching, and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted to and evaluated by a committee chosen by the department. In the fall semester, thesis writers will participate in a seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation) will focus on a variety of readings and assignments designed to help students develop their proposed project while honing the skills needed to frame and execute a successful thesis. Students will regularly circulate work for peer review and critique. By the end of the seminar, each student will submit a substantial research proposal, including annotated bibliography, for thesis work to be carried out in Winter Study and the spring semester. Those whose proposals are accepted will continue on as thesis students for the remainder of the academic year; if a proposal is not accepted, the student will finish their project as an independent study in W31.

**Requirements/Evaluation:** Completion of a variety of week-by-week assignments, culminating in a substantial thesis proposal.

**Prerequisites:** Department approval to pursue an honors thesis in political science

**Enrollment Limit:** 12

**Enrollment Preferences:** Permission of instructor

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm James E. Mahon

**PSCI 494 (S) Senior Thesis: Political Science**

The senior major, having applied for and been accepted into the honors program during the second semester of the junior year, will devote the senior year to researching and writing a substantial and original work of scholarship, under the supervision of a faculty mentor to be assigned by the department. The final work will be submitted for evaluation by a committee made up of the faculty supervisor and two additional readers to be chosen by the department, in consultation with the supervisor. Thesis writers will not only work with their advisors but will participate in a weekly honors seminar supervised by a faculty member in political science. The seminar (which is one component of the 493-W31-494 designation and not a

separate course) will provide a focused forum for the exchange of ideas among the honors students, who will regularly circulate sections of their theses-in-progress for peer review and critique. The faculty seminar leader's primary role is one of coordination and guidance.

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA James E. Mahon

**PSCI 495 (F) Individual Project: Political Science**

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

**Requirements/Evaluation:** Completion of a substantial independent project, which shall form the basis of evaluation.

**Prerequisites:** two elective courses in the major's subfield specialization

**Enrollment Limit:** 1

**Enrollment Preferences:** Senior majors.

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Nicole E. Mellow

**PSCI 496 (S) Individual Project: Political Science**

With the permission of the department, open to those senior Political Science majors who are not candidates for honors, yet who wish to complete their degree requirements by doing research--rather than taking the Senior Seminar--in their subfield of specialization. The course extends over one semester and the winter study period. The research results must be presented to the faculty supervisor for evaluation in the form of an extended essay.

**Requirements/Evaluation:** Completion of a substantial independent project, which shall form the basis of evaluation.

**Prerequisites:** two elective courses in the major's subfield specialization

**Enrollment Limit:** 1

**Enrollment Preferences:** Senior PSCI majors.

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Nicole E. Mellow

**PSCI 497 (F) Independent Study: Political Science**

Political Science independent study.

**Prerequisites:** open to senior Political Science majors with permission of the department chair

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Nicole E. Mellow

**PSCI 498 (S) Independent Study: Political Science**

Political Science independent study.

**Prerequisites:** open to senior Political Science majors with permission of the department chair

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Nicole E. Mellow

**Winter Study -----**

**PSCI 10 (W) International Economic Policymaking During Crises**

This course will provide a practical introduction to international economic policymaking, with a focus on the International Monetary Fund and World Bank. Through guest speakers and case studies, students will learn about the roles of these institutions in the response to recent economic crises. Students will also gain practical insight into the policymaking process and receive training in policy memo writing and briefings. After a brief overview of the International Monetary Fund and World Bank, the course will explore three economic crises in depth, with opportunities for students to practice policy writing and briefing skills.

**Requirements/Evaluation:** Short paper and final project or presentation (Written policy memo and oral briefing)

**Prerequisites:** One course in political science, economics, or history. The course will focus on practical policy skills and will not require advanced coursework in economics.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be determined based on short paragraph explaining interest in exploring internships and careers in public service.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Arathi Rao '06 is Advisor to the US Executive-Director to the International Monetary Fund. A Fulbright and NSF grant recipient, she holds an MPA from Harvard's Kennedy School, and worked for the World Bank, think tanks, and US government agencies.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 1:00 pm - 4:00 pm Arathi Rao

**PSCI 11 (W) Secrecy & Democracy: The Limits of American Transparency**

Secrecy & Democracy will explore the landscape of American secrecy, the myriad ways in which information is restricted, the expanding realm of secrecy and the many institutions and agencies whose actions and influence are largely unseen. This includes not only the 16 governmental entities that make up the so-called "Intelligence Community," but also the interface between field operatives, analysts, policy makers, and courts. What is it that the three million Americans who have active security clearances actually do, who decides what is a secret and on what basis, are there costs to excessive secrecy, and how has it impacted our understanding of American policy, history, politics and public debate? We will examine the structure of the nation's security apparatus, how it has evolved, and where it appears to be going. The course will be conducted as a seminar with students pursuing those areas of particular personal interest and presenting their research findings and insights to the class. Course readings will include selected chapters from books and recent articles on the CIA, NSA, and Homeland Security. Several leading experts in the field with whom the author has worked in the past, will speak with the class through Zoom. These will include Pulitzer prize-winning journalists and authors as well as government officials who work with intelligence and classified materials. Beyond the immediate interests in secrecy, the course will take a step back and reflect upon the larger questions about how secret institutions can co-exist within a democracy, what price is paid when secrecy is excessive, and what price

is paid when it is compromised.

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** There are no prerequisites. We will not be assuming any particular familiarity with issues of secrecy, national security, or classification. We will begin with the basics and build from there.

**Enrollment Limit:** 15

**Enrollment Preferences:** The course has no inherent preference. Diverse student background is a plus.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TW 10:00 am - 12:50 pm Ted Gup

### **PSCI 14 (W) JA SelCom: A Case Study in Selection Processes**

As a member of SelCom (SElection COMmittee), you will become a cohort with current members of JAAB (the Junior Advisor Advisory Board) to select the next class of JAs. You will participate in every step of the JA application evaluation process -- reading written applications, conducting interviews, discussing applicants with SelCom, and deciding on the final makeup of next year's JA class. Every SelCom member will complete anti-bias training at the beginning of Winter Study; working through biases to make thoughtful evaluations is crucial to this process. This is a fantastic opportunity for students who want to take on a leadership role that requires critical thinking and collaboration. Your input will help to shape the entry system, the JA role, and the very essence of the Williams community in the coming school year. The SelCom schedule is roughly as follows (subject to change). SelCom will likely meet 4-5 days per week. Week 1: SelCom members will undergo anti-bias training and then spend the first week conducting interviews with applicants and cleaning transcripts to ensure readability. Week 2-3: The committee will discuss applications with identifying information blinded to help mitigate bias in the selection process. Week 3-4: SelCom will revisit applications with consideration given to the personal identity of each applicant. The committee will then extend offers to a select number of candidates. Members may reconvene at some point in the spring semester (after the initial round of JA offers have been accepted or rejected) to determine which applicants on the waitlist should receive offers. If you are interested in serving on SelCom during winter study, you must fill out this application form by Thursday, November 3 at 11:59pm: <https://docs.google.com/forms/d/e/1FAIpQLSe85g8FeXhwSVT1a4GmdvwvzuDyNU2OBYc6yYwgJh0C0Ypblw/viewform>. JAAB will decide which applicants will serve on SelCom and inform all applicants of their application status by the end of the day on Monday, November 7. SelCom applicants who are not selected to serve on SelCom will have until November 9 (winter study registration deadline) to enroll in another winter study course.

**Requirements/Evaluation:** Attendance and active participation

**Prerequisites:** Anyone wanting to register for the SelCom Winter Study class needs to fill out this form:

<https://docs.google.com/forms/d/e/1FAIpQLSe85g8FeXhwSVT1a4GmdvwvzuDyNU2OBYc6yYwgJh0C0Ypblw/viewform>

**Enrollment Limit:** 25

**Enrollment Preferences:** Open to students who are in the classes of 2025, 2024.5, 2024, 2023.5, and 2023 AND who are not applying for the JA role for the 2023-2024 academic year.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 M-F 10:00 am - 3:50 pm Christina F. Walsh

### **PSCI 16 (W) Daoism**

Students will read and discuss and write about the Daodejing and Zhuangzi.

**Requirements/Evaluation:** 10-15 pages of writing throughout Winter Study

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled preference will be given to seniors first, then juniors, followed by sophomores and first years.

**Expected Class Size:** 12

**Grading:** pass/fail only

Winter 2023

SEM Section: 01 TWR 10:00 am - 11:50 am George T. Crane

**PSCI 21 (W) Fieldwork in Public Affairs and Private Non-Profits**

This course is a participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization or for a political campaign. Examples include: town government offices; state or federal administrative offices (e.g., environmental agencies, housing authorities); interest groups that lobby government (e.g., ACLU, NRA); nonprofit organizations such as service providers or think tanks (e.g., Habitat for Humanity, Cato Institute); and grassroots, activist or community development organizations (e.g., Greenpeace or neighborhood associations). The instructors and members of the Political Science Department are available to help students find placements, if necessary, but such arrangements must be made in advance of the Winter Term. Students should first make their own contracts with an institution or agency. Each student's fieldwork mentor shall send a confirmation letter to the instructor verifying the placement and describing the nature of the work to be performed. During the session, students are responsible for keeping a journal of their experiences and observations. Additionally, students write final papers summarizing and reflecting upon the experience in light of assigned readings. A group meeting of all students will occur before winter study to prepare and after to discuss the experience. Every year, course instructors arrange for some distinct sections of this course to provide specialized fieldwork opportunities in the area for small groups of students.

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** None. Interested students must contact Paula Consolini prior to registration.

**Enrollment Limit:** 25

**Enrollment Preferences:** Political science majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Nicole E. Mellow, Paula M. Consolini

**PSCI 22 (W) LIFT: Learning Intervention for Teens**

This mentorship-based course pairs Williams students with teenagers involved in the Berkshire County juvenile justice system. LIFT is an official Commonwealth of Massachusetts probation diversion program. This is a student-led course, sponsored by Pittsfield Chief of Police Mike Wynn '93 and Professor Cheryl Shanks, but entirely run by Williams students who have served as mentors or directors in the past. Our goal is to empower the teenagers through positive peer mentorship and allow them to take ownership of an independent project of the teen's choosing. The project and other course activities aim to cultivate initiative, creativity, focus, and skills in areas such as goal-setting, research, and communication, which the teenagers can then carry forward to their school, work, and home lives. The course culminates with a project presentation in which each mentor/mentee pair formally presents their work to an audience that includes professionals in the juvenile court system, state elected officials, chiefs of police, district attorneys, the teens' peers and families, and faculty and community members. Williams students are expected to attend trainings, meet with their teens three times a week, co-facilitate a final presentation, and keep a weekly journal detailing their meetings. Because LIFT is an after-school program, this course meets Tuesday through Thursday from 3:30-5:30pm. If you are interested in applying, please fill out this google form <https://forms.gle/vWDy51KRWhDMHpJp8> - and register on PeopleSoft.

**Requirements/Evaluation:** final project or presentation, and journal and weekly statements

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students will be evaluated based on a statement of application, and the directors reserve the right to accept fewer than 10 applicants

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Mike Wynn is the Chief of the Pittsfield Police Department and graduated from Williams in 1993.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 TWR 3:30 pm - 6:00 pm Cheryl Shanks

### **PSCI 23 (W) The Practice of Politics**

Just as planning and execution in war or sports is most fruitfully analyzed without regard to one's sympathies in the contest, the successful practice of politics in campaigns and constituent assemblies may best be understood apart from party and ideology, as essentially the same game for both sides. This course will examine the political struggle in concrete and practical terms. Our exploration of strategy and tactics will begin by looking at the rules and realities of politics in the students' own hometowns, move through examples from American electoral history, and touch on the depiction of campaigns in movies and literature. The impact of ideology and personality on electoral outcomes, the value and cost of different methods of voter contact, and the role of candidates, field staff, managers, consultants, pollsters, and media experts will all be weighed. Students will also learn about the realities of legislative life, including relations with leadership, staff, lobbyists, reporters, and constituents, and the challenge of maintaining clarity in a chaotic situation.

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to Political Science majors and to students who can demonstrate prior engagement with political campaigns or institutions.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Joe Markley has thirty years of experience in every aspect of politics, including five terms in the Connecticut State Senate, employment as a manager and consultant for state and federal campaigns, and extensive involvement with grassroots organizing

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am Joe Markley

### **PSCI 24 (W) New York Stories: Jacobs vs. Moses**

In the late 1950s, city planner Robert Moses, widely viewed as an irresistible force, met an immovable object in architecture critic Jane Jacobs, when Jacobs joined those organizing opposition to Moses's plans to extend Fifth Avenue through the middle of Manhattan's Washington Square Park. After years of struggle, Jacobs's side prevailed. It later thwarted Moses's larger ambition to run a 12-lane expressway through lower Manhattan. The clash became the stuff of not only history but also myth and legend, treated in sources ranging from journalism, scholarship, and documentaries to TV comedy, opera, and even multiple children's books. Both Moses, who did more than any other twentieth century figure to shape New York City's built environment, and Jacobs, whose writing shaped how future urban theorists and critics think about not only New York but cities in general, are more complex than the myths and legends. So, too, were the politics of their respective projects. In this course, we'll delve into the conflict and how it's been refracted in popular culture, explore the work of each figure, and use these encounters to think about how cities are and should be imagined in societies committed to equality and democracy. Materials will include portions of *The Power Broker*, Robert Caro's classic biography of Moses, *The Life and Death of American Cities*, Jacobs's most influential book, scholarship on the clash, and cultural representations from films to comics to scenes from *The Marvelous Mrs. Maisel*.

**Requirements/Evaluation:** Evaluation will be based on participation and coursework. Required work consists of occasional short writing and a 10 page final paper of equivalent work in podcast or other medium.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Anyone with genuine interest.

**Expected Class Size:** 8-10

**Grading:** pass/fail only

Winter 2023

SEM Section: 01 MTR 10:00 am - 11:50 am Mark T. Reinhardt

**PSCI 29 (W) War Games**

Games and simulations have been used for centuries in training officers to lead combat. They are used frequently in the professional development of foreign affairs and intelligence officials. And they are used in IR courses to help students analyze and understand international politics across a wide array of interactions. This course explores the educational value of games in the study of international relations. Students in this course will spend their time playing games. We will play traditional board-based war games, diplomatic games, peacebuilding games, role-playing games, and computer simulations. We will also discuss the value of these games and simulations, different theories of victory, and the effectiveness of different gaming platforms.

**Requirements/Evaluation:** Class participation, final project (10-page paper or creative project), and attendance.

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference given to seniors and juniors.

**Expected Class Size:** 30

**Grading:** pass/fail only

**Materials/Lab Fee:** Approximately \$30: \$10 for reading materials + \$20 for one video game played outside class.

Winter 2023

SEM Section: 01 TWR 1:00 pm - 3:50 pm Darel E. Paul

**PSCI 30 (W) Senior Essay: Political Science**

Political Science senior essay.

**Class Format:** senior essay

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Nicole E. Mellow

**PSCI 31 (W) Senior Thesis: Political Science**

To be taken by students registered for Political Science 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Nicole E. Mellow

**PSCI 32 (W) Individual Project: Political Science**

To be taken by students registered for Political Science 495 or 496.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Nicole E. Mellow

**PSCI 33 (W) Advanced Study in American Politics**

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Nicole E. Mellow

**PSCI 99 (W) Independent Study: Political Science**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Nicole E. Mellow

## PSYCHOLOGY

(Div III, with some exceptions as noted in course descriptions)

**Chair: Professor Noah Sandstrom**

- Stephanie A. Cardenas, Visiting Assistant Professor of Psychology
- Victor A. Cazares, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience
- Jeremy D. Cone, Associate Professor of Psychology
- Eliza L Congdon, Assistant Professor of Psychology; on leave 2022-2023
- Rebecca J. Crochiere, Assistant Professor of Psychology
- Susan L. Engel, Senior Lecturer in Psychology; Senior Faculty Fellow, Rice Center for Teaching, The Class of 1959 Director of Program in Teaching
- Steven Fein, Professor of Psychology; on leave 2022-2023
- Cynthia Guo, Visiting Assistant Professor of Psychology
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Neuroscience, Public Health
- Kris N. Kirby, Professor of Psychology
- Nate Kornell, Professor of Psychology, Chair of Cognitive Science Program; affiliated with: Psychology, Cognitive Science
- Shannon Moore, Visiting Assistant Professor of Psychology
- Shivon A. Robinson, Assistant Professor of Psychology; affiliated with: Psychology, Neuroscience; on leave 2022-2023
- Marlene J. Sandstrom, Hales Professor of Psychology; on leave 2022-2023
- Noah J. Sandstrom, Chair and Professor of Psychology; affiliated with: Psychology, Neuroscience
- Kenneth K. Savitsky, Professor of Psychology
- Catherine B. Stroud, Associate Professor of Psychology
- Safa R. Zaki, Dean of the Faculty, John B. McCoy and John T. McCoy Professor of Psychology; affiliated with: Dean of the Faculty's Office, Psychology

### MAJOR

For the degree in Psychology, students must complete a minimum of nine courses as outlined below:

PSYC 101 Introductory Psychology

PSYC 201 Experimentation and Statistics

Three 200-level courses from the list below:

COGS/PHIL/PSYC 222 Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science

NSCI 201/BIOL 212/PSYC 212 Neuroscience

PSYC 221 Cognitive Psychology

PSYC 232 Developmental Psychology

PSYC 242 Social Psychology

PSYC 252 Psychological Disorders

PSYC 272 Psychology of Education

Either PSYC 221 or 222, but not both, can count towards the three required 200-level courses.

Three 300-level courses from at least two of the areas listed below:

Area 1: Behavioral Neuroscience (courses with middle digit 1)

Area 2: Cognitive Psychology (courses with middle digit 2)

Area 3: Developmental Psychology (courses with middle digit 3)

Area 4: Social Psychology (courses with middle digit 4)

Area 5: Clinical Psychology (courses with middle digit 5)

Area 6: Other/Interdisciplinary Psychology (courses with middle digit 6)

Area 7: Educational Psychology (courses with middle digit 7)

At least one of these courses must be from among those carrying the format designation Empirical Lab Course.

One 400-level Psychology course.

Students who place out of Psychology 101 are still required to take nine courses to complete the major.

The department recommends that students take Psychology 201 in their sophomore year. The department requires that 201 be completed by the end of the junior year.

### **COURSE NUMBERING RATIONALE**

As is the case in all departments, the first digit of a Psychology course number indicates the relative level of the course. Where appropriate, the second digit corresponds to the Areas listed above.

### **THE DEGREE WITH HONORS IN PSYCHOLOGY**

Students who are candidates for honors need take only two 300-level courses from two different areas, but they must enroll in Psychology 493-W31-494 and write a thesis based on original empirical work. Presentation of a thesis, however, should not be interpreted as a guarantee of a degree with honors. Guidelines for pursuing the degree with honors are available from the department.

### **STUDY ABROAD**

With some advance planning, studying abroad (especially for one semester) can easily be worked into the psychology major. To facilitate this, we recommend that students:

Meet with the Study Abroad advisor as soon as they decide that they are interested in studying abroad.

Take PSYC 201 (Experimentation and Statistics) in the sophomore year.

Think ahead to the 300-level courses they are interested in taking so that they can fulfill the 200-level prerequisites before they go away or, if possible, while they are away. In our experience, study abroad programs in the following places are most likely to offer psychology courses: England, Ireland, Scotland, Spain, Australia, New Zealand, Hawaii, and Scandinavia. Students should procure the descriptions of the psychology courses they are considering taking and bring them to their meeting with the advisor.

There are some costs to studying away, particularly for the year. This limits students' opportunity to choose the particular 300-level courses they would like to take and they must sometimes settle for those that are open, those which happen to be offered, or those for which they have the prerequisites, once they return in their senior year. Many students who are keen on psychology begin doing research with professors during their junior year, and for some this leads to an honors thesis in the senior year, summer research, etc. If you are going away for the entire year and do not make such connections with a professor ahead of time (i.e., before you go), you may lose out on some of these opportunities to deepen your involvement in the major on campus. On the other hand, studying abroad can be an invaluable learning experience, so you need to think carefully, in consultation with your advisor and/or the Study Abroad advisor, about the costs and benefits of it. Very occasionally, a student who just begins taking psychology courses late in the sophomore year and wishes to go abroad for the year finds that they are not able to do both, or is restricted in the choice of study-abroad programs.

### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. In addition, the course content cannot overlap substantially with material already taken at Williams.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. Students are required to take at least one empirical project course (which includes a lab component and data collection). This must be completed at Williams.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. The empirical project course must be completed here (see answer to previous question above). Other major requirements that must be completed here are the Senior Seminar and our Statistics and Experimentation course (PSYC 201). On very rare occasions students have been given credit for PSYC 201 taken elsewhere, but this is extremely unlikely. Most institutions break the material up into two different courses, or don't include all of the components that we feel are an important foundation for the major.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Students should be sure that have taken PSYC 201 PRIOR to their senior year at the latest. It is best to take it during sophomore year whenever possible.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

There have been instances.

### **PSYC 100 (W) Intensive: Social Psychology**

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

**Requirements/Evaluation:** two in-class exams, one paper (5 pages), and a final exam

**Prerequisites:** permission of a dean

**Enrollment Limit:** 25

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in PSYC 100 and PSYC 40.

**Distributions:** (D3)

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am M-F 1:00 pm - 2:50 pm Jeremy D. Cone

### **PSYC 101 (F)(S) Introductory Psychology**

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

**Class Format:** Lectures will be presented during the scheduled time. To complement the lectures, students will participate in two short discussions/laboratory experiences that will be offered at a variety of times outside the lecture period.

**Requirements/Evaluation:** five unit quizzes, a final exam, and two brief lab reports (or related brief reports, depending on the availability of labs)

**Prerequisites:** none

**Enrollment Limit:** 180

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 180

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Clarence J. Gillig

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am , Clarence J. Gillig, Noah J. Sandstrom

### **PSYC 127 (F) The Psychology of Success (WS)**

This course will examine the psychology of success from a scientific perspective. After considering what success means, we will examine two broad influences on success: personality (e.g., intelligence, grit, and mental illness) and environment (e.g., schooling, parenting, and practice). We will talk about barriers to success, the search for success, and the cost of searching for success. Each week we will read a book or a set of articles (or possibly documentaries or podcasts). One partner will write a paper and the other will write a response. This course is not meant to make you more successful; the goal is to think critically about important issues, use evidence to make arguments, be skeptical, and practice writing and speaking in a convincing and engaging way.

**Requirements/Evaluation:** written work and discussion of that work; a five-page paper will be due every other week and a one-page response will be required other weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** highest priority will be given to incoming first-years followed by rising sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will submit a paper every other week (minimum 5 pages), and in alternate weeks they will write a response to their partner's paper. The instructor will provide detailed feedback on the papers.

Not offered current academic year

### **PSYC 158 (S) Freud: A Tutorial (WS)**

**Cross-listings:** PSYC 158 HIST 485

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, *Civilization and Its Discontents*. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

**Class Format:** students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

**Requirements/Evaluation:** student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** fulfills History's 400-level graduation requirement

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 158 (D2) HIST 485 (D2)

**Writing Skills Notes:** As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group C Electives - Europe and Russia

Not offered current academic year

### **PSYC 201 (F)(S) Experimentation and Statistics (QFR)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

**Requirements/Evaluation:** research reports, exams, and problem sets

**Prerequisites:** PSYC 101; not open to first-year students except with permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: A1 TR 11:20 am - 12:35 pm Amie A. Hane

LAB Section: A2 R 1:00 pm - 4:00 pm Amie A. Hane

LEC Section: B3 MR 1:10 pm - 2:25 pm Catherine B. Stroud

LAB Section: B4 W 1:00 pm - 4:00 pm Catherine B. Stroud

Spring 2023

LEC Section: A1 TR 9:55 am - 11:10 am Victor A. Cazares

LAB Section: A2 W 1:00 pm - 4:00 pm Victor A. Cazares

LEC Section: B3 MWF 11:00 am - 12:15 pm Jeremy D. Cone

LAB Section: B4 T 1:00 pm - 4:00 pm Jeremy D. Cone

LEC Section: C5 TR 9:55 am - 11:10 am Kris N. Kirby

LAB Section: C6 W 1:00 pm - 4:00 pm Kris N. Kirby

### **PSYC 212 (F) Neuroscience**

**Cross-listings:** BIOL 212 NSCI 201 PSYC 212

**Secondary Cross-listing**

This course is designed to give an overview of the field of neuroscience progressing from a molecular level onwards to individual neurons, neural circuits, and ultimately regulated output behaviors of the nervous system. Topics include a survey of the structure and function of the nervous system, basic neurophysiology and neurochemistry, development, learning and memory, sensory and motor systems, and clinical disorders. Throughout the course, many examples from current research in neuroscience are used to illustrate the concepts being considered. The lab portion of the course will emphasize a) practical hands-on exercises that amplify the material presented in class; b) interpreting and analyzing data; c) presenting the results in written form and placing them in the context of published work; and d) reading and critiquing scientific papers.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion groups, exercises, problem sets and quizzes performed in small groups, lab reports, midterm exams, and a final exam.

**Prerequisites:** PSYC 101 or BIOL 101; open to first-year students only with permission of instructor

**Enrollment Limit:** 72

**Enrollment Preferences:** Sophomores and Biology and Psychology majors

**Expected Class Size:** 72

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 212 (D3) NSCI 201 (D3) PSYC 212 (D3)

**Attributes:** COGS Interdepartmental Electives NSCI Required Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Matt E. Carter, Shannon Moore

LAB Section: 02 M 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 03 T 1:00 pm - 4:00 pm Martha J. Marvin

LAB Section: 04 W 1:00 pm - 4:00 pm Martha J. Marvin

**PSYC 221 (F) Cognitive Psychology**

This course surveys research on human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

**Requirements/Evaluation:** two midterms and a final exam

**Prerequisites:** PSYC 101 or permission of instructor

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Kris N. Kirby

**PSYC 222 (F)(S) Minds, Brains, and Intelligent Behavior: An Introduction to Cognitive Science**

**Cross-listings:** PSYC 222 PHIL 222 COGS 222

**Secondary Cross-listing**

This course will emphasize interdisciplinary approaches to the study of intelligent systems, both natural and artificial. Cognitive science synthesizes

research from cognitive psychology, computer science, linguistics, neuroscience, and contemporary philosophy. Special attention will be given to the philosophical foundations of cognitive science, representation and computation in symbolic and connectionist architectures, concept acquisition, problem solving, perception, language, semantics, reasoning, and artificial intelligence.

**Requirements/Evaluation:** midterm and final exams, and weekly exercises

**Prerequisites:** PSYC 101 or any PHIL course or CSCI 134 or permission of instructor; background in more than one of these is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** sophomore and first-year students, with additional preference given to students who satisfy more of the prerequisites.

There is no need to contact the instructor to indicate special interest in the course.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Contemporary Metaphysics & Epistemology requirement only if registration is under PHIL

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 222 (D3) PHIL 222 (D2) COGS 222 (D2)

**Attributes:** Linguistics PHIL Contemp Metaphysics + Epistemology Courses PSYC 200-level Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

Spring 2023

LEC Section: 01 Cancelled

### **PSYC 232 (F)(S) Developmental Psychology**

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, parenting, and family systems.

**Requirements/Evaluation:** attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill a 200-level requirement.

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Cynthia Guo

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Cynthia Guo

### **PSYC 242 (F)(S) Social Psychology**

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

**Requirements/Evaluation:** two in-class exams, one paper (5 - 10 pages), and a final exam

**Prerequisites:** none

**Enrollment Limit:** 180

**Enrollment Preferences:** Psychology majors; then sophomores and first-years.

**Expected Class Size:** 90

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Kenneth K. Savitsky

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Kenneth K. Savitsky

### **PSYC 252 (F)(S) Psychological Disorders**

A study of the phenomenology, etiology, and treatment of the major forms of psychological disorders: depression, bipolar disorder, the schizophrenias, anxiety disorders, personality disorders, eating disorders, substance use disorders, and others. The course emphasizes an integrative approach which analyzes theories and research from psychological, biological, interpersonal, and sociocultural perspectives.

**Requirements/Evaluation:** short papers, 2 in-class exams, and participation

**Prerequisites:** PSYC 101; open to first-year students

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors, then sophomores, then by seniority

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Rebecca J. Crochiere

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Catherine B. Stroud

### **PSYC 272 (S) Psychology of Education**

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first-hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

**Class Format:** discussion

**Requirements/Evaluation:** two exams and a final project

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 50

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Susan L. Engel

**PSYC 312 (F) From Order to Disorder(s): The Role of Genes & the Environment in Psychopathology**

**Cross-listings:** NSCI 322 PSYC 312

**Primary Cross-listing**

This course examines how experimental methods in neuroscience can be used to understand the role of nature (genes) and nurture (the environment) in shaping the brain and behavior. In particular, we will explore how neuroscience informs our understanding of psychiatric disorders such as anxiety, depression, and schizophrenia. We will investigate the biological underpinning of these disorders as well as their treatments. Readings will include human studies as well as work based on animal models. Topics will include: the ways in which environmental and genetic factors shape risk and resiliency in the context of psychiatric disease, the neural circuits and peripheral systems that contribute to psychopathology, and the mechanisms through which interventions may act. In the laboratory component of the course, students will gain hands-on experience in using animal models to study complex behavior and their associated neural mechanisms.

**Requirements/Evaluation:** class presentations, participation in discussions, two article previews (1-2 pages each), literature review (5 pages), research project proposal (5 pages), oral presentation of project proposal.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 322 (D3) PSYC 312 (D3)

**Attributes:** BIGP Courses NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Victor A. Cazares

**PSYC 313 (F) Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic**

**Cross-listings:** NSCI 313 PSYC 313

**Primary Cross-listing**

Opioid misuse, including addiction, has emerged as a major health epidemic in the United States. This course will explore the science of opioids as well as the historical and societal context surrounding their use and abuse. We will examine the neurobiological mechanisms through which opioids interact with pain pathways and reward circuits within the brain and we will explore how changes in these systems contribute to opioid tolerance, dependence, and addiction. We will consider how genetic, environmental and behavioral factors can powerfully influence these processes. Finally, we will consider alternative approaches to pain management as well as interventions for the treatment of opioid abuse. Students will be expected to design and conduct an empirical project related to the course material. Critical evaluation of peer-reviewed primary literature from animal and human studies will serve as a foundation for class discussions. Evaluation will be based on class presentations, participation in discussions and empirical projects, written assignments, and a poster presentation of the empirical project.

**Requirements/Evaluation:** class presentations, participation in discussions and empirical projects, five short position papers (approximately 2 pages double-spaced), an APA style empirical paper (approximately 20 pages double-spaced) and poster presentation of the empirical project.

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201)

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

NSCI 313 (D3) PSYC 313 (D3)

**Attributes:** NSCI Group B Electives PHLH Biomedical Determinants of Health PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Not offered current academic year

### **PSYC 314 (S) Learning and Memory in Health and Disease**

**Cross-listings:** PSYC 314 NSCI 314

#### **Primary Cross-listing**

This class will examine the neuroscientific basis of different types of learning and memory (such as declarative memory, motor memory, and associative memory), including the brain circuits, cellular mechanisms, and signaling pathways that mediate these different processes. In addition, we will explore how these processes can be disrupted in different diseases and disorders (such as Alzheimer's disease or post-traumatic stress disorder) and we will discuss the strategies and targets for therapeutic intervention. Class meetings will include a mix of lectures, discussions, and student presentations. Critical evaluation of peer-reviewed studies involving both human and animal models will serve as a foundation for class discussions. Working in small teams, students will also design and conduct an empirical project related to the course material.

**Requirements/Evaluation:** In-class presentations and participation in discussions, completion of an empirical research project which will include a project proposal (3-5 pages), data collection and analysis, and a final report (10-20 pages) along with a poster presentation.

**Prerequisites:** PSYC 212/NSCI 201/BIOL 212

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 314 (D3) NSCI 314 (D3)

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Shannon Moore

LAB Section: 02 T 1:00 pm - 4:00 pm Shannon Moore

### **PSYC 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

#### **Primary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

### **PSYC 322 (S) Concepts: Mind, Brain, and Culture**

Every time we see something as a kind of thing, every time that we decide that an object is a cup rather than a glass, when we recognize a picture of a familiar face as a picture of ourselves, or even when we understand speech, we are employing categories. Most categorization decisions are automatic and unconscious, and therefore have the illusion of simplicity. The complexity of these decisions, however, becomes apparent when we attempt to build machines to do what humans perform so effortlessly. What are the systems in place that allow us this extraordinary ability to segment the world? Are they universal? How does conceptual knowledge differ across cultural groups? How do concepts affect our perception? How do the categories of experts differ from the categories of novices? Do children have the same kind of conceptual knowledge as adults? How are categories represented in the brain? In this course, we explore various empirical findings from cognitive psychology, cognitive neuroscience, and anthropology that address these questions.

**Class Format:** empirical lab course

**Requirements/Evaluation:** short papers, class presentation, and research paper

**Prerequisites:** PSYC 221 or 222 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Cognitive Science concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Not offered current academic year

### **PSYC 323 (F) Visual Consciousness (WS)**

**Cross-listings:** PSYC 323 COGS 323

Secondary Cross-listing

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

**Requirements/Evaluation:** 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

**Prerequisites:** COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Cognitive Science concentrators and Psychology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 323 (D3) COGS 323 (D2)

**Writing Skills Notes:** In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022

TUT Section: T1 Cancelled

### **PSYC 326 (F) Choice and Decision Making**

Being human means that we sometimes make choices that we know are bad for us. In this course we survey theoretical and experimental approaches to understanding our strengths and weaknesses as decision makers. Topics include rationality, the debate over cognitive biases, fast and frugal heuristics, impulsivity and self-control, addictions and bad habits, paternalism, and moral decision making.

**Requirements/Evaluation:** problem sets, essay papers, class and lab participation, and a research report

**Prerequisites:** PSYC 221 or 222 or permission of instructor; permission is typically given to students who have successfully completed ECON 110

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Psychology majors who need the course to fulfill the major

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** COGS Interdepartmental Electives PHLH Decision-Making by Institutions + Individuals PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course

Not offered current academic year

### **PSYC 327 (S) Cognition and Education**

This class will examine two interrelated topics in education. One is societal issues in schooling, such as educational inequality, tracking, dropping out, international differences, and fads. The other is principles in the cognitive psychology of learning, such as desirable difficulty, that can be used to improve educational practice. The readings will mostly be scientific articles.

**Requirements/Evaluation:** Daily quizzes, student presentations, empirical research papers, an essay, and class participation

**Prerequisites:** PSYC 221 or 222, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Nate Kornell

LAB Section: 02 M 1:00 pm - 4:00 pm Nate Kornell

### **PSYC 328 (S) Cognitive Approaches to Visual Perception**

**Cross-listings:** PSYC 328 COGS 328

#### **Secondary Cross-listing**

When you open your eyes, you immediately perceive your environment in great detail. Seeing is so quick and effortless that people mistakenly think that vision works like a camera. However, the reason it feels effortless is due to the tremendous amount of complex processes and computations that take place in your brain whenever you open your eyes. In this course, we will explore such processes from a computational perspective and examine the concept of "visual illusion". We will focus on research methodologies used in vision science and look into how we can use such methodologies to explain visual illusions. We will learn about how our visual system processes certain visual features in our environment, such as motion, color, depth and shape. Learning about these processes will make us appreciate how everything we see around us can be a visual illusion.

**Requirements/Evaluation:** Class participation, weekly take-home quizzes, weekly short commentaries on readings, class presentation, individual 10-page final paper

**Prerequisites:** PSYC 221, COGS/PHIL/PSYC 222, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Cognitive Science concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 328 (D3) COGS 328 (D2)

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Spring 2023

SEM Section: 01 Cancelled

### **PSYC 332 (F) Children's Mathematical Thinking and Learning**

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected either online or in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

**Class Format:** community-based data collection in local schools

**Requirements/Evaluation:** class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project

**Prerequisites:** PSYC 201 and PSYC 232 or permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors, upperclassmen, students with a demonstrated interest in the course material

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Not offered current academic year

**PSYC 333 (S) Children's Minds (WS)**

Humans stand out in the animal world for their capacity to develop ideas and consider those of other people. Where does this capacity come from, and how does it develop? Why do some people seem more inclined to consider ideas than others? What can schools do to foster the pursuit of ideas? Young children ask questions, tell stories, speculate, invent, and predict. By middle childhood, they are capable of constructing ideas about any number of complex topics: death, justice, infinity, and the nature of time, to name four. Yet by adolescence only some people are disposed to pursue ideas. We will examine data on children who collect objects (such as bugs or rocks) and information (about things like dinosaurs, contagion, and death), and examine the role such collections play in the capacity to construct ideas. We will consider research on how and when children puzzle over philosophical problems (for example, identity and fairness), how they learn to plan, their ability to learn from thought experiments, their emerging conception of what an idea is, and what they know about knowledge and its role in shaping beliefs and making decisions. We will also spend time looking at individual and cultural variation, as well as the influence of adults. We will read work in developmental, educational and cognitive psychology, as well as anthropology.

**Requirements/Evaluation:** Each week one member of the tutorial pair will write a 5-7 page essay answering a specific question, and the other member of the pair will write a response. The goal is for each student to write 5-6 papers, and 5-6 responses during the term.

**Prerequisites:** PSYC 232 or PSYC 272

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and those involved in the Program in Teaching

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Students will receive extensive feedback on their writing each week, both from the professor and their partner. Further, students will have the opportunity to rewrite two of their papers in light of the feedback that they receive during the semester.

**Attributes:** PSYC Area 3 - Developmental Psychology TEAC Related Courses

Not offered current academic year

**PSYC 334 (F) Defining and Disrupting the School-to-Prison Pipeline**

**Cross-listings:** PSYC 334 AFR 318

Secondary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 334 (D2) AFR 318 (D2)

**Attributes:** AFR Core Electives JLST Interdepartmental Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 335 (S) Early Experience and the Developing Infant**

The period from conception to age three is marked by impressive rapidity in development and the plasticity of the developing brain affords both fetus and infant an exquisite sensitivity to context. This course delves into the literature that highlights the dynamic interactions between the developing fetus/infant and the environment. The course readings span a range of disciplines and cover a diversity of hot topics in the study of prenatal and infant development, including empirical research drawn from the developmental, neuroscience, psychopathology, and pediatric literatures.

**Requirements/Evaluation:** active class participation, weekly three-page papers, two oral presentations (20 minutes each and using PowerPoint), and one final 12-15 page final lab report

**Prerequisites:** PSYC 201, PSYC 212, and PSYC 232 or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** NSCI Group C Electives PHLH Biomedical Determinants of Health PHLH Reproductive, Maternal and Child Health PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Amie A. Hane

LAB Section: 02 R 1:00 pm - 4:00 pm Amie A. Hane

### **PSYC 337 (S) Critical Perspectives in Special Education**

**Cross-listings:** AFR 324 PSYC 337

Secondary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 324 (D2) PSYC 337 (D2)

**Attributes:** AFR Core Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 338 (S) Inquiry, Invention and Ideas**

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate,

invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

**Requirements/Evaluation:** three 3- to 5-page essays, two child observations and a 7- to 10-page final paper

**Prerequisites:** PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** preference given to Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 341 (S) Stereotypes, Prejudice, and Discrimination**

**Cross-listings:** PSYC 341 WGSS 339

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

**Class Format:** empirical lab course

**Requirements/Evaluation:** weekly brief papers, oral reports, two longer papers

**Prerequisites:** PSYC 201 and 242

**Enrollment Limit:** 16

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 341 (D2) WGSS 339 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Not offered current academic year

### **PSYC 342 (F) Social Judgment**

This course focuses on how people make judgments and decisions in their social lives and why they are sometimes biased and irrational in their choices. We will place a strong emphasis on exploring how ideas from the judgment and decision-making literature can aid in our understanding of social psychological phenomena, including planning for the future, understanding other people, and resolving interpersonal conflicts. We will also place an emphasis on people's judgments and decisions as they pertain to their happiness and well-being, exploring how concepts in the judgment and decision-making literature can help us to understand why certain types of outcomes are more satisfying than others and why people sometimes choose in ways that fail to maximize their well-being. As we explore these questions, we will survey a variety of methods and perspectives, ranging from classic social psychological experiments to techniques imported from behavioral economics and cognitive psychology.

**Requirements/Evaluation:** a series of short papers; two essay exams; written and oral report of a research proposal

**Prerequisites:** PSYC 242 and PSYC 201, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Jeremy D. Cone

LAB Section: 02 W 1:00 pm - 4:00 pm Jeremy D. Cone

### **PSYC 344 (S) Contemporary Social Psychology**

This is a course about current research in social psychology--research that builds on the old classics, and research that opens up entirely new areas of study. We'll consider topics of current interest, such as implicit bias, gender identity, political polarization, moral judgment, emotion, social media, cultural influences on cognition, and more. Throughout the course, we'll think about how new studies verify, refute, or qualify older studies, and how psychological science progresses. This course is meant as a follow-up to PSYC 242 and assumes knowledge of social psychology.

**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research

**Prerequisites:** PSYC 242

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 4 - Social Psychology

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Kenneth K. Savitsky

### **PSYC 346 (F) Environmental Psychology**

**Cross-listings:** PSYC 346 ENVI 346

#### **Primary Cross-listing**

This is a course on contemporary social psychology as it pertains to the natural environment. Our two primary questions in this course are: (1) how can research and theory in social psychology help us understand the ways in which people engage with threats to the natural environment?, and (2) how can social psychology help us encourage environmentally responsible behavior and sustainable practices? Because human choice and behavior play such an important role in environmental problems, a consideration of human psychology may therefore be an important part of environmental solutions.

**Requirements/Evaluation:** a series of papers, two essay exams, written and oral reports of research

**Prerequisites:** PSYC 242 recommended, PSYC 201, or a comparable course in statistics and research methodology, is also recommended.

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors, Environmental Studies majors, and Environmental Studies concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 346 (D3) ENVI 346 (D3)

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PSYC Area 4 - Social Psychology

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Kenneth K. Savitsky

**PSYC 349 (S) Psychology and Law (DPE)**

This course focuses on applications of psychology to the administration of justice. Drawing from the areas of social, personality, cognitive, and developmental psychology, we will look critically at the processes of criminal justice. We will compare the law's informal theories of human behavior with what psychologists know on the basis of empirical studies. We will cover a number of contemporary topics including police-civilian interactions, custodial interrogations, false confessions and guilty pleas, forensic evidence, deception detection, eyewitness identifications, alibi generation and corroboration, repressed and recovered memories, and jury selection and decision-making. We will also discuss methodological issues associated with conducting research in psychology and law. In the laboratory component of the course, students will design and conduct their own empirical research projects based on course readings and topics. These semester-long projects will be conducted collaboratively in pairs or teams.

**Class Format:** empirical lab course

**Requirements/Evaluation:** attendance and active class participation, several brief (1-2 page) reading response papers, (2-3) class presentations, written/oral project proposal (4-5 pages), participation empirical project (experiment design, data collection, data visualization, data analysis, interpretation), final APA-style research paper (15-20 pages), oral presentation of the research project

**Prerequisites:** PSYC 201 and either PSYC 242 or PSYC 221

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (DPE)

**Difference, Power, and Equity Notes:** We will explore the differing dynamics of power between legal actors and consider the psychological and structural factors that contribute to vulnerability, coercion, and inequality in the justice system. Through discussions of race, age, body, gender, disability, and stigmatized identities, this course will encourage students to challenge assumptions of objectivity and fairness in our legal system.

**Attributes:** JLST Interdepartmental Electives PSYC Area 4 - Social Psychology PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Stephanie A. Cardenas

LAB Section: 02 R 1:00 pm - 4:00 pm Stephanie A. Cardenas

**PSYC 354 (S) Health Psychology**

In this course, students will contrast the traditional biomedical model of health with the biopsychosocial model with a goal of understanding how biological, psychological, and sociocultural factors influence health and well-being. We will explore psychological theory and research that targets health promotion, disease prevention, and management of chronic illness. Course readings will include empirical articles, excerpts from popular science books, and news/media articles on public health issues. Discussions will center on using the biopsychosocial model to better understand health processes (e.g., stress, tobacco use, physical inactivity) and outcomes (e.g., insomnia, diabetes, heart disease), with a special focus on health disparities among marginalized groups in the United States. Students also will learn about cognitive, behavioral, and mindfulness-based treatments ("behavioral medicine") that promote healthy behavior and the management of chronic illness/disease (e.g., obesity, pain, HIV/AIDs). All students will design and conduct an empirical research project based on the course material.

**Requirements/Evaluation:** class participation, weekly 1-page (double-spaced) reading response papers, empirical project paper (10-20 pages), and poster/oral presentation of the research project

**Prerequisites:** PSYC 201 and PSYC 252, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PHLH Bioethics + Interpretations of Health PSYC Area 5 - Clinical Psychology PSYC Empirical Lab Course

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Rebecca J. Crochiere

LAB Section: 02 W 1:00 pm - 4:00 pm Rebecca J. Crochiere

**PSYC 356 (F) Asylum: Understanding the Psychological Effects of Persecution, Trauma, and the Migration Experience**

Asylum is a specific form of humanitarian relief granted to an individual who can legally establish a history of previous persecution, or fear of future persecution, on account of their race, religion, nationality, political opinion, or membership in a particular social group. What are the psychological effects of being physically and emotionally persecuted *because of who you are, what you believe, and/or your identity*? Using the framework of asylum, we will study the effects of persecution, loss, and displacement on mental health and well-being, and the psychological impacts of traumatic stress and of seeking asylum in the United States. Through close reading of empirical studies, case studies, narratives, and legal writing, we will consider the psychological outcomes most frequently reported by asylum seekers, as well as the effects of traumatic stress on attachment and interpersonal relationships, family functioning and the capacity for recovery and post-traumatic growth. We will explore various types of persecution (e.g., gender-based violence, gang-violence, political persecution, and family separation) and their global health context. Finally, we will examine the social determinants, legal frameworks, and social justice implications of therapeutic interventions and resettlement. Students will also explore the clinical literature on psychological outcomes and how this research is informing both psychotherapy and social service interventions in the US and humanitarian settings across the globe. Guest speakers will punctuate our time over the semester, so that students can understand the role of lawyers, clinicians (medical and psychological) and global mental health researchers in addressing issues of forced displacement.

**Requirements/Evaluation:** Attendance and active participation, weekly reaction exercises (brief papers and presentations), and a final paper on an asylum-related topic of particular interest to the student.

**Prerequisites:** PSYC 252 is encouraged but not required. Students who have not taken PSYC 252 are encouraged to contact the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors will have priority, but non-majors with interests in issues of asylum are encouraged to register.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Social Determinants of Health PSYC Area 5 - Clinical Psychology

Fall 2022

SEM Section: 01 WF 11:00 am - 12:15 pm Jennifer McQuaid

**PSYC 357 (F) Depression**

This course will provide students with a comprehensive understanding of depression. Topics will include assessment, models of etiology and course, effective approaches to prevention and intervention, and depression in specific populations. Readings will expose students to seminal works in the field as well as current methods and research findings. Throughout the course, students will evaluate current research based on theory, methodological rigor, and potential impact on prevention and intervention efforts.

**Requirements/Evaluation:** class participation, five 2-page (double spaced) response papers, 2 class presentations, final paper (study proposal)

**Prerequisites:** PSYC 201; PSYC 252 recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 5 - Clinical Psychology

Not offered current academic year

### **PSYC 358 (S) Developmental Psychopathology: Trajectories of Risk and Resilience**

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity, poverty) in the development of risk and resiliency. Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

**Requirements/Evaluation:** Evaluation will be based on oral participation, daily assignments, 1 presentation, and four 5-page position papers.

**Prerequisites:** PSYC 252; PSYC 201 recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors and Public Health concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Catherine B. Stroud

### **PSYC 359 (S) Anxiety: Responses to Danger, Both Real and Imagined**

This is an advanced course on anxiety that takes an in depth look at the theory and research on the normative psychological processes that influence responses to danger, both real and imagined. Specifically, it examines the empirical research on psychological responses to traumatic experiences, such as combat, sexual assault, and natural and community disasters. Responses to perceived or imagined threats are also discussed as the underpinnings of such anxiety disorders as Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Specific Phobia and OCD. Discussions focus on commonalities and differences in empirically supported treatments for anxiety disorders as well as controversies in the field.

**Requirements/Evaluation:** Regular attendance and active class participation - students will be randomly quizzed and/or asked to summarize or discuss material from the assigned readings and graded for their preparedness; midterm examination; one final 8-10 page literature review paper based on course content; one group presentation with discussion.

**Prerequisites:** PSYC 252

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology Majors; preference given to those with outstanding major requirements

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PSYC Area 5 - Clinical Psychology

Not offered current academic year

### **PSYC 362 (S) Cultural Psychology**

What is culture? How does culture influence the way we think and behave? How is culture represented, impacted, and transformed in the digital age? This course will introduce you to the field of cultural psychology, and explore the role of cultural meanings, practices, and institutions on human psychology. We will discuss how culture emerges in human development and examine how the same psychological processes that give rise to rich

cultural practices also bear negative consequences on our society, such as stereotype and prejudice. We will also examine how human culture is transformed through digital devices and represented on social media. Through the course, you will learn to critically examine human behaviors in the contexts of diverse cultural beliefs, to reflect on your own upbringings through a cultural lens, and to gain an appreciation for cultures other than your own.

**Requirements/Evaluation:** Students are expected to participate in and periodically lead class discussions. As part of this, students must complete assigned readings prior to class meetings. Finally, students will participate in an individual or small-group project culminating in a written and oral presentation.

**Prerequisites:** PSYC 201 and at least one other 200-level psychology course

**Enrollment Limit:** 19

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 6 - Other/Interdisciplinary Psychology

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Cynthia Guo

### **PSYC 363 (S) Media, Race, and U.S. Black Families**

**Cross-listings:** AFR 384 PSYC 363

**Secondary Cross-listing**

In this course, we will work to synthesize what we know about some of the key socializing forces for U.S. Black youth today. We will focus on how families, entertainment media, and the news can socialize Black children. Drawing on a range of theories and data we will examine how family members communicate about issues of identity and how media can come into play. What do we know about how U.S. Black families communicate about identity? What gaps remain in our knowledge, and how can we find the answers? What can we learn about today's media content when we apply research-informed lenses? What predictions can we make about its potential uses and effects among Black families? We will identify central research areas that warrant further attention and consider which methodologies would best work to fill those gaps. We will prioritize approaches that highlight the agency and strength of U.S. Black families and of youth themselves.

**Requirements/Evaluation:** 1 in-class presentation, two 2-5 page papers, and one 7-10 page final research proposal (that builds on the two shorter papers)

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 384 (D2) PSYC 363 (D2)

**Attributes:** AFR Core Electives PSYC Area 6 - Other/Interdisciplinary Psychology TEAC Teaching Sequence Courses

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

### **PSYC 372 (F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well

as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

**Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Susan L. Engel

### **PSYC 373 (F) Critical Issues in Learning and Teaching**

In this seminar we will take a deep dive into several key topics in education. We will examine psychological research as well as a range of other materials (essays, film, recordings of children and personal experiences) to help answer a series of questions, including: Does the kind or quality of schooling have a measurable impact on children? How do you create curriculum? How does one conduct high quality classroom observations? What do good teachers have in common? What is the best way to help teachers get better at what they do? Can remote learning work well in K-12 settings?

**Class Format:** Students will meet in small groups with the professor. Each group will meet for a tutorial-like session once a week. We will use students' papers as a jumping off point for our discussions.

**Requirements/Evaluation:** Regular class attendance and full participation, five 5-page papers, and regular written responses to other students' papers. We will also do a variety of in-class activities that may require some independent preparation (gathering materials, or doing brief interviews) and some coordination with one another outside of class time.

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors and those involved in the Program in Teaching

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 377 (F) Mapping Anti-Bias Education**

**Cross-listings:** PSYC 377 AFR 358

Secondary Cross-listing

In this course, we will use theories and data to define anti-bias education in childhood contexts and examine its application across U.S. schools and childcare centers, families, and the media environment. We will ask ourselves: What do we know about the need for anti-bias education among non-marginalized and marginalized children, including those who are minoritized for their ethnic-racial, gender, and/or sexual identities? How are various biases and identities shaped in childhood? Which media-based and interpersonal interventions can be effective with anti-bias education and why? What are some of the contemporary hesitations and challenges around implementing anti-bias education for educators, families, and children? What are some of the practices that marginalized families are already implementing? As we explore approaches and possibilities for anti-bias education across children's ecosystems, we will propose innovative recommendations for research and practice that have the potential to yield positive

outcomes for today's children.

**Requirements/Evaluation:** Weekly 1-page reflection papers (graded on a pass/fail basis), one 3-5 page mid-term paper, one final 7-10 page paper or approved project

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 377 (D2) AFR 358 (D2)

**Attributes:** AFR Core Electives PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

### **PSYC 397 (F) Independent Study: Psychology**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** Permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Upperclass students

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Noah J. Sandstrom

### **PSYC 398 (S) Independent Study: Psychology**

Open to upperclass students with permission of the instructor and department. Students interested in doing an independent study should make prior arrangements with the appropriate professor. The student and professor then complete the independent study proposal form available at the Registrar's Office and should submit it to the department chair for approval *prior* to the beginning of the drop/add period.

**Requirements/Evaluation:** Determined by individual instructors

**Prerequisites:** Permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Upperclass students

**Expected Class Size:** NA

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Noah J. Sandstrom

### **PSYC 401 (F) Psychology in Popular Discourse: A Critical Examination**

This course considers several important contemporary topics from diverse psychological perspectives. These topics--which may include issues such as personal and external influences on success; technology and relationships; addiction--will be introduced via popular books, films, or podcasts, and we will analyze them more deeply with original research articles from across multiple approaches and sub-disciplines of psychology. A central goal in this course is for students to develop and apply the skills necessary to critically evaluate psychological ideas as they exist in the broader popular culture. The course will primarily be discussion based, and the students will lead these discussions.

**Class Format:** student-facilitated discussions

**Requirements/Evaluation:** participation in class discussions, choosing relevant research articles, and three position papers

**Prerequisites:** senior Psychology majors, or permission of instructor in rare cases

**Enrollment Limit:** 36(12/sec)

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 36

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

Not offered current academic year

### **PSYC 402 (F) Blessings and Blunders of Human Memory**

Nietzsche wrote that the forgetful are "blessed" because "they get the better even of their blunders." In what ways does forgetfulness serve us well? Is it possible, or even desirable, to have perfect memory? Can traumatic memories be repressed? Can false memories of committing a crime be implanted? Are "collective" memories subject to the same processes as individual memories? How do museums, monuments and sites (re)construct and tell a version of the past based on changing cultural identities? In this student-led seminar, we will attempt to answer these questions and more in the context of a broad exploration of the foundational concepts of human memory. We will examine the theories and methods researchers use to study individual and collective memories across varied domains, including clinical practice, romantic relationships, the justice system, and education. In this course, you will gain an evidence-based understanding of the nature of human memory through critical examinations of popular press literature, films, books, podcasts, and cutting-edge scientific studies.

**Requirements/Evaluation:** participate in and lead class discussions, three papers (approximately 5-7 pages double-spaced; including at least one publication-ready science communication piece)

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Stephanie A. Cardenas

### **PSYC 403 (F) The Psychology of Love**

This seminar will examine psychological approaches to the study of attraction, affiliative bonds, attachment, and relationship health across the lifespan. These topics will be introduced via review articles, books, and films. Students will analyze these topics more deeply with presentations and student-led discussions of original research articles from across multiple perspectives and subdisciplines of psychology.

**Requirements/Evaluation:** participation in class discussion, selection and presentation of relevant empirical papers, three position papers

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

Not offered current academic year

### **PSYC 404 (F) Bias and Discrimination: Sources and Consequences**

We often assume that our experiences reflect an objective reality, that the way we see the world is the way it really is. Yet research contradicts this notion, showing that our perceptual experiences are malleable and subjective. They are shaped by higher-order, top-down influences such as our cognitions, social groups, surroundings, motivations, emotions, and prior experiences. In this class, we will explore how subjective experiences and idiosyncratic categorizations of people into social groups directly influence social justice outcomes across varied domains. For example, how do these differences in our subjective experience influence the ways in which people relate to one another? What are the implications for fair treatment across multiple factions of society, including education, employment, health care, and criminal justice? Are there effective interventions and policies for reducing gender, racial, and ethnic bias? For promoting inclusivity? If so, why are they effective? To develop an evidence-based understanding of bias and discrimination, we will critically analyze source materials from popular press literature, films, books, and podcasts, as well as empirical research from across multiple approaches and sub-disciplines of psychology. The class format will be primarily discussion based and student-led.

**Class Format:** student-led discussions

**Requirements/Evaluation:** weekly brief thought questions, lead two class discussions, select and present relevant empirical papers, three papers (5-7 pages)

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 Cancelled

### **PSYC 405 (F) Why We Believe What We Believe**

As scientists, we aspire to hold beliefs that are based in evidence. As humans, however, we are likely to embrace beliefs influenced by a variety of social, historical, cultural, political, racial and religious factors. In this class, we will explore the question of why we cling to certain beliefs, even in the face of significant contradictory evidence. For example, what assumptions do we make about strangers and why are we so convinced these assumptions are correct? How does our culture affect our parenting choices and why do we hold on to them so fiercely? What assumptions do we make about the nature of memory, emotions and cognitions and are these assumptions valid? Are there "defensive moves" that we make when we are challenged racially, even when we are committedly antiracist? And, if so, why? In class, we will explore source material from popular culture: books, films, podcasts and popular press articles, and we will examine claims made about different belief systems. We will then critically evaluate these claims by exploring the available empirical psychological evidence. The format of this class is student-led discussions.

**Requirements/Evaluation:** Students will be required to develop and lead rigorous generative discussions with their classmates several times during the semester. In addition, students will be expected to actively participate in discussions and to write three 5-7 page position papers.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

### **PSYC 407 (F) Success and Failure**

The theme of this psychology senior seminar will be success. We will discuss the path to personal success, including the relative importance of hard work, genetic talent, and luck; barriers to success like poverty and discrimination; the importance of parents, family, teachers, and friends; and what we really mean by success. For each topic we cover, we will read a book or watch a film, then delve deeper by reading and discussing scientific journal articles. Class meetings will be student-led discussions. You will write three or four 5-7 page papers. The larger goal will be to practice useful life skills such as how to lead and participate in a meeting (i.e., a class discussion), how to write engagingly and convincingly, and how to assess an argument skeptically and discuss it using evidence.

**Class Format:** student-led discussions

**Requirements/Evaluation:** participate in and lead class discussions, choose class reading assignments, and write essays

**Prerequisites:** senior Psychology majors or permission of instructor in rare cases

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nate Kornell

### **PSYC 408 (F) The Psychology of College**

What happens to people while they're in college? Does it have an impact on people's core identity, the way they think, form relationships, or participate in society? Most people's ideas about the impact of college come from personal experience, and the strongly held views of journalists, filmmakers, college spokespeople, relatives and public figures. Those beliefs are often misguided. Yet research can help us develop an accurate picture of just what it is that college does and doesn't do. Drawing on films, popular books and articles, as well as research from across the subdisciplines within psychology, we will examine some of the most common beliefs, and then delve into the psychological evidence that supports or refutes them. Our goal will be to develop a scientifically-based understanding of the psychological impact of college, and redesign various features of college to reflect our conclusions. Empirical work on this topic presents unique methodological challenges, so we will also spend some time designing studies that overcome those challenges.

**Requirements/Evaluation:** weekly readings, leading two class discussions, and writing three 5-7 page papers

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Not offered current academic year

### **PSYC 412 (F) Feelings & Emotions: Shaping the Brain and Society**

This course will explore what emotions are, the evolutionary origins of emotions, and the tools and techniques researchers use to study emotions both in humans and in animal models. We will examine how brain state(s) may underlie different emotions and challenge widely held notions about how an individual's emotion can influence behavior and social factors. Questions we will explore include: Is it better to be emotional or rational? What are 'gut feelings'? Are there gender differences in emotionality and, if so, what are their origins? Popular press literature and scientific studies will fuel student-led discussions as we seek to develop an evidence-based understanding of emotions and how they shape the world around us.

**Requirements/Evaluation:** Course requirements include weekly readings, leading at least two class discussions, and writing three papers: one literature review (5-7 pages), one claim- and empirically-driven paper (5-7 pages), and one op-ed (3 pages).

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior psychology majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Victor A. Cazares

**PSYC 413 (F) The Resilient Mind**

In this seminar, we will explore the psychological, environmental, and biological variables that shape an individual's response to stress and/or adversity. We will discuss how factors such as personality, coping style, social network/community, gender, brain mechanisms, and genes can influence one's ability to adapt and recover from a crisis. Students will critically examine depictions of resilience in popular literature and film, and employ empirical scientific articles from across multiple approaches and sub-disciplines of psychology to delve deeper into their analyses. Class meetings will be primarily discussion based and student-led, with the central goal of developing skills in forming and communicating evidence-based arguments.

**Requirements/Evaluation:** participating in and leading discussions, selection and presentation of relevant topics and readings, and three position papers (approximately 5-7 pages double-spaced)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

**PSYC 414 (F) Minding the Mind: Evaluating the Theory and Practice of Mindfulness**

While mindfulness, both in idea and practice, has been around for centuries, its popularity has dramatically increased in recent years. But what is "mindfulness" and how effective is it in addressing psychiatric and/or physical conditions such as anxiety, depression, post-traumatic stress disorder, or chronic pain? In this course, we will examine mindfulness through both its popular depictions as well as through the critical evaluation of the scientific literature. We will investigate how mindfulness practices affect biological, behavioral, and cognitive processes. We will consider the myriad ways that mindfulness has been applied in "real world" settings including mental health, education, and interpersonal relationships.

**Requirements/Evaluation:** Students are expected to participate in and periodically lead class discussions. Students will write three 5-7 page papers

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Shannon Moore

**PSYC 416 (F) Psychology of Nonviolence**

In this course we will explore the theory and practice of nonviolence in the context of empirical research in Positive Psychology. *Nonviolence* refers to choosing not to threaten or injure others, and its practice requires cultivating personal qualities that enable such a choice. Positive Psychology refers to the scientific study of those personal qualities that enable people to live happy and fulfilling lives. We will begin by studying the history and moral

theories of nonviolence. Using research from across the subdisciplines of psychology, we will then evaluate the empirical claims of those theories regarding psychological benefits of nonviolence to the practitioner, attitude change in the adversary, and effects on the larger community. An important focus of the course will be to critically assess the research methods and data analyses used in these studies. Topics will include self-control, empathy, forgiveness, tolerance, courage, aggression, resisting violent assault, and civil disobedience.

**Class Format:** class meetings will be primarily discussion-based and student-led

**Requirements/Evaluation:** Class attendance and participation, discussion leadership, literature searches for relevant empirical research papers, short papers in the form of research summaries, and a final paper in the form of an empirical research proposal.

**Prerequisites:** PSYC 201

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior Psychology majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** JLST Interdepartmental Electives

Not offered current academic year

### **PSYC 418 (F) Suckers and Scammers**

Virtually all of us are familiar with at least one account of a truly impressive scam - an event, device, or scheme that attracts attention, trust, and money, and then turns out to be a fake, sometimes with devastating consequences for everyone. What are the psychological processes and mechanisms employed by the scammers, as well as those who fall for such schemes? In this course we will consider several books and films that depict well-publicized recent examples (for instance, *Bad Blood*, *The Rachel Divide*, and *The Talented Mr. Madoff*). We'll use research from scientific journals to understand the psychology of both the scammer and those who fell for their schemes. We'll consider, among other things, the developmental origins of deception, what motivates people to pull one over on others, the role of identity maintenance, how we decide who to trust, and what it takes to convince oneself of something implausible. We'll use psychological research from all of the subdisciplines of psychology to find out what these cases might have in common, and also look at studies that illuminate unique features of each situation. Most class meetings will be student-led discussions. You will write three or four 5-7-page papers. The larger goals include: learning how to use scientific data to answer a wide range of questions about everyday life; how to engage in fruitful evidence-based argument; and how to write to think, and to persuade.

**Requirements/Evaluation:** weekly readings, leading two class discussions, and writing three 5-7 page papers

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** senior Psychology majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Susan L. Engel

### **PSYC 493 (F) Senior Thesis: Psychology**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

**Requirements/Evaluation:** Determined by thesis advisor

**Prerequisites:** permission of the thesis advisor

**Enrollment Limit:** none

**Enrollment Preferences:** Senior Psychology major

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Noah J. Sandstrom

**PSYC 494 (S) Senior Thesis: Psychology**

Independent study and research for two semesters and a winter study period under the guidance of one or more members of the department. This is part of a full-year thesis (493-494). After exploring the literature of a relatively specialized field of psychology, the student will design and execute an original empirical research project, the results of which will be reported in a thesis. Detailed guidelines for pursuing a thesis are available from the department and on our website.

**Requirements/Evaluation:** Final written thesis and oral presentation.

**Prerequisites:** permission of the thesis advisor

**Enrollment Limit:** none

**Enrollment Preferences:** Senior Psychology majors

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Noah J. Sandstrom

**Winter Study -----**

**PSYC 10 (W) Yoga, Creativity & Mindfulness**

Winter Study is an ideal time to set new intentions, and to focus on physical and mental well-being. This course offers a retreat in which students can de-stress, refresh, and tap into their creative strength. Primarily a yoga class, we will meet 4-6 hours each week to deep-dive into the mindful practice of yoga asana and pranayama. This course is a multi-faceted exploration of the intersection between creativity, mindfulness and yoga. We'll explore accessible ways to cultivate mindfulness, including a beautiful guided meditation with Professor Bernie Rhie. In addition to our time in the yoga studio, students are encouraged to keep a daily journal, responding to prompts, readings, and poetry. Early in the month, our group will have the opportunity to go on a 2 day retreat at the renowned Kripalu Center for Yoga & Health in Stockbridge, Massachusetts. Located in a beautiful natural setting with breathtaking views, Kripalu offers a variety of daily yoga and mindfulness classes as well as delicious organic and vegan food. This will be a nourishing time for students to spend some healthy quiet time and to get to know each other better. Back on campus, we will spend a full day at MassMoca, do some slow art looking, participate in a "sound bath," practice yoga within the beautiful galleries themselves, and participate in a group art project. We will also visit the Clark Art Museum, where we'll enjoy a mindful hike, followed by a guided tour looking at the intersection of art + mindfulness. Throughout the month, students will explore their own creativity, whether it's creative writing/journaling, or working with paper and colored pencils in a mandala making workshop. There will be a required reading list and a final creative project. We'll share our projects in the last week of the class, and examples might be leading a guided meditation, sharing a drawing, painting or poem, or designing a yoga or mindfulness self-practice.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** No experience in yoga is required, but it is recommended.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to juniors and seniors as well as a balance of personal pronouns. Students are encouraged to email in advance to express why they are interested in the course.

**Expected Class Size:** 20

**Grading:** pass/fail only

**Unit Notes:** I have been teaching yoga classes to students, athletes, faculty & staff at Williams College for 10 years. I love sharing the benefits of

yoga with as varied a population as possible, because I truly believe in the benefits of the practice. I notice that increasingly, the primary reason most students enroll in my P.E. classes is to find a sanctuary where they can de-stress and quiet the mind.

**Materials/Lab Fee:** \$355

**Attributes:** SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TRF 10:00 am - 11:50 am Mary M. Edgerton

**PSYC 12 (W) Towards a Meaningful Life: The Role of Joy, Creativity, Play and Gratitude**

*What does it mean to live a full life? How does one bring joy, creativity, play and gratitude into daily living?* In this experiential course, students will explore concepts and complexities related to play, creativity, joy and gratitude across cultures and develop realistic practices for integrating these qualities into daily life. Students will participate in discussions, experiential activities, wellbeing challenges, journaling and community projects. Out of class time will emphasize practice opportunities for each of the pillars of the course.

**Requirements/Evaluation:** Final project or presentation. Weekly practice plan and reflection papers.

**Prerequisites:** ability to laugh -- out loud or silently

**Enrollment Limit:** 16

**Enrollment Preferences:** The first 16 enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Alysha B. Warren, Wendy Adam

**PSYC 16 (W) Self Compassion: The Benefits and the Challenges**

Ever put yourself down when things aren't going well? Offering yourself compassion is often recommended by therapists and is a skill taught in some modes of therapy. What is the basis for this recommendation? How is self-compassion put into practice? What makes it so challenging? You will learn about the elements of self-compassion, explore and experience different ways of offering yourself compassion, and discuss your experiences. You will look at ways that self-compassion can positively impact your mental health, your work, your play, and your relationships. You will be asked to practice skills between classes, do some reading, and reflect on your experiences.

**Requirements/Evaluation:** Short paper and final project or presentation. 2-3 page reflection paper will be due each week. A weekly log of mindfulness activities will also be kept and submitted.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** First 16 will be enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 1:00 pm - 3:50 pm Alysha B. Warren, Celia O. Hilson

**PSYC 17 (W) Introduction to Art Therapy**

This course will be a multi-modal introduction to the field of art therapy. Through art-making and the study of primary source materials, students will explore the historical contexts, theoretical models, and practical applications of art therapy. Questions students will tackle: Where is the line between pathology and typically functioning? What is the role of the therapist? How can the therapist be collaborators with their clients? Who is the expert,

really? What is context? How does the therapist's context inform their practice? Students will learn about art therapy in practice with a variety of populations and techniques. In addition to understanding the theoretical framework of art therapy, students will engage in a heuristic study of the role art has played in their lives. This course will be a combination of lecture, discussion, guest speakers, audio-visual material, student presentations, and art experiential.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Art and Psychology Majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Kaye is a registered, board-certified art therapist. She practices art therapy and teaches at Springfield College.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 10:00 am - 12:50 pm Kaye Shaddock

### **PSYC 20 (W) Designing your Life and Career after Williams, as well as Mastering the Basics of Personal Finance**

This course takes a psychological approach to helping you determine what to do with your life. We start by reviewing your life story so far and determining how it has shaped you. We discuss, for example, whether you feel pressured to go down a certain road, whether you feel torn between your head and your heart, or whether you feel directionless. Then we take stock of who you really are now, including your core interests, tendencies, strengths, and weaknesses. We try to identify life designs that play to your signature strengths, as opposed to situations that are a setup for frustration and failure. The class encourages you to let go of comparing yourself to your peers, as different people need different things. You explore your underlying values and what you find most important in life. You consider the level of meaning you need in your work, as well as how much you care about money, status, fame, independence, connection, and creativity. The class introduces you to the concept of "flow," the feeling you get when engaging in activities that provide ideal levels of challenge and mastery. By designing lives that promote flow states, you will be most likely to thrive and not merely succeed. Indeed, it is important not to design a life that appears successful but feels miserable. Your choice of a romantic partner can also have huge implications for the trajectory of your life. The class helps you to identify typical traps, such as staying with someone who is a bad match, and discusses how to make constructive relationship choices. Ultimately, as there are likely multiple valid life and career paths for you to take, you identify and develop three different plans that feel authentic and inspiring to you. As most students are concerned about the financial implications of their life choices, this course also introduces you to the basics of personal finance. You will learn that making smart financial choices early in your life leads to freedom and high net worth.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** None. Just a willingness to keep an open mind about your path.

**Enrollment Limit:** 20

**Enrollment Preferences:** Juniors and Seniors given preference. Email me (bj2@Williams.edu) if you have a special reason you want to take it.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dr. Johnson received his B.A. from Williams College, his Ph.D. in clinical psychology from Yale University, and is a Clinical Associate Professor at Brown University. He has taught this Winter Study several times and deeply enjoys mentoring students.

**Attributes:** STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MWF 1:00 pm - 3:00 pm Ben Johnson

### **PSYC 21 (W) Psychology Internships**

Would you like to explore applications of psychology in the "real world?" This course gives students an opportunity to work full-time during Winter

Study in a mental health, business, education, law, or another setting in which psychological theories and methods are applied to solve problems. Students are responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere, and are welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course must consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Please prepare a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Before Thanksgiving break, the student will provide a letter from the agency supervisor which describes the agency, and the student's role and responsibilities during Winter Study. Enrolled students will meet the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

**Requirements/Evaluation:** evaluation will be based on a 10-page minimum final paper summarizing the student's experiences and reflections, a journal kept throughout the experience, and the supervisor's evaluation

**Prerequisites:** approval by Noah Sandstrom is required

**Enrollment Limit:** 20

**Enrollment Preferences:** Students who have taken a PSYC course

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Nate Kornell

### **PSYC 22 (W) Introduction to Research in Psychology**

This course provides a research opportunity for students who want to understand how psychologists ask compelling questions and find answers about behavior. Several faculty members, whose subfields include behavioral neuroscience, cognitive psychology, social psychology, clinical psychology, developmental psychology, and the psychology of education, will have student projects available. Since projects involve faculty research, interested students must consult with members of the Psychology Department before electing this course. In addition, students should discuss with faculty what the weekly time requirements will be. Enrollment will be limited by available space in faculty research labs

**Requirements/Evaluation:** evaluation will be based on the quality of research participation, student's lab journal, and either an oral presentation or a written 10-page report of the research project

**Prerequisites:** Students who have taken a PSYC course.

**Enrollment Limit:** 12

**Enrollment Preferences:** selection will be based on evaluation of departmental application and number of faculty available as mentors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

RSC Section: 01 TBA Kris N. Kirby

### **PSYC 24 (W) Understanding the effects of seeking asylum on mental health and well-being**

Asylum is a specific form of humanitarian relief granted to an individual who can legally establish a history of previous persecution, or fear of future persecution, on account of their race, religion, nationality, political opinion, or membership in a particular social group. What are the psychological effects of being physically and emotionally persecuted because of who you are, what you believe, and/or your identity? Using the framework of asylum, we will study the effects of persecution, loss and displacement on mental health and well-being. Through readings, film and journalism, we will consider the psychological outcomes most frequently reported by asylum seekers, as well as the effects of traumatic stress on attachment and interpersonal relationships. We will look closely at interventions aimed at recovery and fostering post-traumatic growth. Asylum work is multi-disciplinary -- incorporating human rights, psychology, law, public health, medicine, journalism, gender and historical studies. With this in mind, this class is open to all majors. Each student will produce a final project on an asylum-related topic. This final project may reflect individual academic concentrations other than psychology. Please note, because people who are seeking asylum have experienced persecution and/or fear future

persecution, some of the content we will be reading and discussing may be difficult or upsetting for some students.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jennifer McQuaid, PhD, is a clinical psychologist translating research into practice for survivors of trauma: at-risk adults, children and families, refugees and asylum seekers. She is a Visiting Lecturer in the Williams College Dept of Psychology.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 WF 10:00 am - 12:50 pm Jennifer McQuaid

### **PSYC 24 Understanding the effects of seeking asylum on mental health and well-being**

Asylum is a specific form of humanitarian relief granted to an individual who can legally establish a history of previous persecution, or fear of future persecution, on account of their race, religion, nationality, political opinion, or membership in a particular social group. What are the psychological effects of being physically and emotionally persecuted because of who you are, what you believe, and/or your identity? Using the framework of asylum, we will study the effects of persecution, loss and displacement on mental health and well-being. Through readings, film and journalism, we will consider the psychological outcomes most frequently reported by asylum seekers, as well as the effects of traumatic stress on attachment and interpersonal relationships. We will look closely at interventions aimed at recovery and fostering post-traumatic growth. Asylum work is multi-disciplinary -- incorporating human rights, psychology, law, public health, medicine, journalism, gender and historical studies. With this in mind, this class is open to all majors. Each student will produce a final project on an asylum-related topic. This final project may reflect individual academic concentrations other than psychology.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomore and juniors

**Expected Class Size:** NA

**Grading:**

**Unit Notes:** Jennifer McQuaid, PhD, is a clinical psychologist translating research into practice for survivors of trauma: at-risk adults, children and families, refugees and asylum seekers. She is a Visiting Lecturer in the Williams College Dept of Psychology.

**Attributes:** STUX Winter Study Student Exploration

Not offered current academic year

### **PSYC 31 (W) Senior Thesis: Psychology**

To be taken by students registered for Psychology 493-494.

**Requirements/Evaluation:** determined by student's thesis advisor

**Prerequisites:** PSYC 493 or NSCI 493

**Enrollment Limit:** 20

**Enrollment Preferences:** all will be enrolled

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

HON Section: 01 TBA Noah J. Sandstrom

**PSYC 40 (W) Intensive: Social Psychology**

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

**Requirements/Evaluation:** two in-class exams, one paper (5 pages), and a final exam

**Prerequisites:** permission of a dean

**Enrollment Limit:** 25

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in PSYC 100 and PSYC 40.

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am M-F 1:00 pm - 2:50 pm Jeremy D. Cone

**PSYC 99 (W) Independent Study: Psychology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Noah J. Sandstrom

# PUBLIC HEALTH

Chair: Professor Amie Hane

## Advisory Committee

- Susan Godlonton, Associate Professor of Economics, Chair of Public Health Program; affiliated with: Economics, Public Health; on leave Fall 2022
- Amie A. Hane, Professor of Psychology; affiliated with: Psychology, Neuroscience, Public Health
- Kieran Honderich, Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Women, Gender & Sexuality Studies, Public Health
- Marion Min-Barron, Lecturer

Public health seeks to understand, and also to protect and improve, health at the level of a community or population. Communities make decisions and allocate resources that, intentionally or not, fundamentally shape human life. For example, great reductions in sickness and early death have come from social interventions with relatively low financial cost, such as physically separating drinking water from sewage, or distributing aspirin, condoms, mosquito nets, vaccines or soap, or sharing new ideas about life's possibilities. The way a society is organized affects the way that social and scientific knowledge is distributed within it; access to that knowledge shapes health at the individual level. At its heart, the study of public health focuses on questions about relationships between science and society, and between reality and possibility: what effective public health policy is and how we can measure its effectiveness; what the relationship is, and ought to be, between research and policy; how we reconcile important moral and economic claims, or balance other values that compete with maximizing health; what counts as disease, over time and among cultures; how we think about cause and responsibility; what constitutes a healthy environment; how our fundamental beliefs determine our approaches to health decisions; and how such decisions ought to be made.

## Requirements

Application to the concentration must be completed in the Spring of sophomore year. Applications are due during pre-registration. Application materials can be obtained on the public health website [public-health.williams.edu](http://public-health.williams.edu) by early April or by e-mailing the chair of the program. Due to excess demand for the concentration, applicants are not guaranteed admittance to the program. Depending on availability, a few students may be admitted in the Spring of Junior year with a mid-April deadline.

All students wishing to pursue the Area of Concentration should take this course early in their careers, preferably sophomore year. Students may petition the advisory committee to substitute a course taken in a study-abroad program focused on global health, providing that the course is equivalent in scope. However, students who plan to take advantage of this option should have taken at least two other courses from among the electives by the end of their sophomore year, and should recognize that those who lack a foundation in the core issues of the field may find it more challenging to prepare their proposal for admission to the concentration.

## Statistics

Statistical analysis is at the heart of the quantitative tools necessary to study the health of populations. One course in statistics from the list below is required of all concentrators.

## Elective Courses

Concentrators must take at least three electives, with at least two different prefixes, from the list below. Elective courses are grouped by category, but these clusters are not meant to constrain students to a single "track" within the program. Instead, each student is free to determine, with the guidance of an advisory committee member(s), a set of electives that provides an intellectually coherent exploration of their particular areas of interest within the field of public health. In choosing electives, students should consider the balance of breadth versus depth that will allow them to gain theoretical and methodological sophistication in one or more areas. Students may not substitute an independent study for any of these electives. Winter Study courses may not be counted towards the electives.

## Experiential Component

Because many public health challenges cannot be fully appreciated until one has hands-on experience with real communities and actual populations, each concentrator must have at least one relevant field-based educational experience with a research component. This requirement may be met through participation in an approved study abroad program (see below), one of the Winter study courses marked with an asterisk, a WS99 project, or a not-for-credit summer or academic-year internship. In every case, the advisory committee must approve the project in advance. Please note that experiential component should address both the "public" and "health" in public health. Projects that center on clinical or lab or that do not have a meaningful health component will generally not satisfy the PH experiential requirement.

## PHLH 402 (S) Senior Seminar in Public Health

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

### Written Proposal

To be considered for admission to the Area of Concentration in Public Health, students must submit a written statement describing the portfolio of courses, study abroad, and experiential learning component(s) they intend to pursue. In this proposal, candidates for the concentration should describe their intellectual goals, and if relevant, how these relate to their professional goals. A fundamental purpose of the proposal requirement is to encourage the student to consider concretely how s/he will engage with socio-cultural, behavioral, policy, and/or biomedical aspects of population health. To this end, students should address whether a methodological or disciplinary emphasis ties their chosen courses together, and how the intended experiential component will relate to this set of questions. This proposal is due by the end of course registration period in the spring of the sophomore year, and should be prepared in consultation with a member of the advisory committee. Concentrators are required to revisit and update their proposal prior to registration in the spring of the junior year, and to provide documentation of their internship experience both prospectively and retrospectively. Please note electives will not be offered every year. Students should check the course catalog as they considering possible electives.

### PHLH Bioethics + Interpretations of Health

[CHIN 253 / COMP 254 / WGSS 255 SEM "Illness" in Modern and Contemporary Chinese Literature and Culture](#)

Taught by: [Man He](#)  
[Catalog details](#)

[PHIL 211\(S\) TUT Ethics of Public Health](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PHIL 213\(F\) TUT Biomedical Ethics](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PHIL 228 / STS 228 / WGSS 228 LEC Feminist Bioethics](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PHIL 337 TUT Justice in Health Care](#)

Taught by: [Julie Pedroni](#)  
[Catalog details](#)

[PSYC 354\(S\) SEM Health Psychology](#)

Taught by: [Rebecca Crochiere](#)  
[Catalog details](#)

[REL 246 / ANTH 246 / ASIA 246 / WGSS 246 TUT India's Identities: Nation, Community, & Individual](#)

Taught by: [Kim Gutschow](#)  
[Catalog details](#)

[STS 311 / AMST 352 / ASIA 352 SEM Global Health in the Transpacific](#)

Taught by: Shoan Yin Cheung  
[Catalog details](#)

### PHLH Biomedical Determinants of Health

[BIOL 134 / ENVI 134\(F\) LEC The Tropics: Biology and Social Issues](#)

Taught by: TBA  
[Catalog details](#)

[BIOL 219 TUT Dangerous Exposures: Environment, Immunity, and Infectious Disease](#)

Taught by: [Lois Banta](#)  
[Catalog details](#)

[BIOL 313\(S\) LEC Immunology](#)

Taught by: [Damian Turner](#)  
[Catalog details](#)

[BIOL 315 LEC Microbiology: Diversity, Cellular Physiology, and Interactions](#)

Taught by: [Lois Banta](#)

## [Catalog details](#)

[BIOL 417 SEM Translational Immunology: From Bench to Bedside](#)

Taught by: [Damian Turner](#)

[Catalog details](#)

[PSYC 313 / NSCI 313 SEM Opioids and the Opioid Crisis: The Neuroscience Behind an Epidemic](#)

Taught by: [Shivon Robinson](#)

[Catalog details](#)

[PSYC 335\(S\) SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

## **PHLH Core Courses**

[PHLH 201\(S\) SEM Dimensions of Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

[PHLH 402\(S\) SEM Senior Seminar in Public Health](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

## **PHLH Decision-Making by Institutions + Individuals**

[ECON 205 SEM Public Economics](#)

Taught by: TBA

[Catalog details](#)

[ECON 230 LEC The Economics of Health and Health Care](#)

Taught by: [Lara Shore-Sheppard](#)

[Catalog details](#)

[ECON 381 / ECON 571\(S\) LEC Global Health Policy Challenges](#)

Taught by: [Susan Godlonton](#)

[Catalog details](#)

[ECON 465\(S\) SEM Pollution and Labor Markets](#)

Taught by: [Matthew Gibson](#)

[Catalog details](#)

[ECON 468 SEM Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[PSCI 209 / WGSS 209\(F\) SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSCI 228 LEC International Organization](#)

Taught by: [Cheryl Shanks](#)

[Catalog details](#)

[PSYC 326 SEM Choice and Decision Making](#)

Taught by: [Kris Kirby](#)

[Catalog details](#)

## **PHLH Methods in Public Health**

[ANTH 371 / STS 370 / WGSS 371\(F\) SEM Campus and Community Health in Disruptive Times](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[ECON 523 / ECON 379\(S\) SEM Program Evaluation for International Development](#)

Taught by: [Pamela Jakiela](#)

[Catalog details](#)

[MATH 412\(S\) LEC Mathematical Biology](#)

Taught by: [Julie Blackwood](#)

[Catalog details](#)

[PSYC 252\(S\) LEC Clinical Psychology](#)

Taught by: [Catherine Stroud](#)

[Catalog details](#)

## **PHLH Nutrition, Food Security, and Environmental Health**

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[BIOL 220 / ENVI 220\(S\) LEC Field Botany and Plant Natural History](#)

Taught by: [Joan Edwards](#)

[Catalog details](#)

[BIOL 308\(S\) LEC Integrative Plant Biology: Fundamentals and New Frontiers](#)

Taught by: [Claire Ting](#)

[Catalog details](#)

[ENVI 230 SEM Geographies of Food Justice](#)

Taught by: April Merleaux

[Catalog details](#)

[ENVI 246 / AMST 245 / HIST 265 SEM Race, Power, & Food History](#)

Taught by: April Merleaux

[Catalog details](#)

[GEOS 207 / ENVI 201\(S\) LEC The Geoscience of Epidemiology and Public Health](#)

Taught by: TBA

[Catalog details](#)

[PHLH 220 SEM International Nutrition](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

## **PHLH Reproductive, Maternal and Child Health**

[PHLH 310 SEM Equity in Health](#)

Taught by: Mats Målqvist

[Catalog details](#)

[PSYC 335\(S\) SEM Early Experience and the Developing Infant](#)

Taught by: [Amie Hane](#)

[Catalog details](#)

[PSYC 358\(S\) SEM Developmental Psychopathology: Trajectories of Risk and Resilience](#)

Taught by: [Catherine Stroud](#)

[Catalog details](#)

[STS 102 / WGSS 103 TUT Breeding Controversy: Technologies and Ideologies of Population Control](#)

Taught by: Shoan Yin Cheung

[Catalog details](#)

## **PHLH Social Determinants of Health**

[AFR 211 / AMST 211 / ENVI 211 / SOC 211\(S\) LEC Race, Environment, and the Body](#)

Taught by: TBA

[Catalog details](#)

[ECON 380 / ECON 519 LEC Population Economics](#)

Taught by: [Lucie Schmidt](#)

[Catalog details](#)

[ECON 468 SEM Your Money or Your Life: Health Disparities in the United States](#)

Taught by: [Tara Watson](#)

[Catalog details](#)

[PHLH 310 SEM Equity in Health](#)

Taught by: Mats Målqvist

[Catalog details](#)

[PHLH 351\(F\) TUT Racism in Public Health](#)

Taught by: [Marion Min-Barron](#)

[Catalog details](#)

[PSCI 209 / WGSS 209\(F\) SEM Poverty in America](#)

Taught by: [Cathy Johnson](#)

[Catalog details](#)

[PSYC 356\(F\) SEM Asylum: Understanding the Psychological Effects of Persecution, Trauma, and the Migration Experience](#)

Taught by: [Jennifer McQuaid](#)

[Catalog details](#)

[REL 269 / ANTH 269 / ASIA 269 / STS 269\(F\) TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

[STS 215 / GBST 217 SEM Viral Inequality: Power and Difference in Pandemics](#)

Taught by: Shoan Yin Cheung  
[Catalog details](#)

## PHLH Statistics Courses

[ECON 255\(F, S\) LEC Econometrics](#)

Taught by: [Matthew Gibson](#), [Owen Ozier](#), [David Zimmerman](#)  
[Catalog details](#)

[POEC 253\(F\) LEC Empirical Methods in Political Economy](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[PSYC 201\(F, S\) LEC Experimentation and Statistics](#)

Taught by: [Kris Kirby](#), [Victor Cazares](#), [Catherine Stroud](#), [Amie Hane](#), [Jeremy Cone](#)

[Catalog details](#)

[STAT 101\(F, S\) LEC Elementary Statistics and Data Analysis](#)

Taught by: [Elizabeth Upton](#)

[Catalog details](#)

[STAT 161\(F, S\) LEC Introductory Statistics for Social Science](#)

Taught by: [Richard De Veaux](#), [Anna Plantinga](#)

[Catalog details](#)

[STAT 201\(F, S\) LEC Statistics and Data Analysis](#)

Taught by: [Stewart Johnson](#), [Anna Plantinga](#)

[Catalog details](#)

[STAT 202\(F, S\) LEC Introduction to Statistical Modeling](#)

Taught by: [Xizhen Cai](#), [Richard De Veaux](#)

[Catalog details](#)

[STAT 335 LEC Biostatistics and Epidemiology](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 372\(S\) LEC Longitudinal Data Analysis](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

[STAT 410 LEC Statistical Genetics](#)

Taught by: [Anna Plantinga](#)

[Catalog details](#)

## STUDY ABROAD AND INTERNSHIPS

Although not a requirement for the PH concentration, study abroad and/or overseas internships provide a crucial opportunity to engage with global health issues through field-based coursework and independent research projects. The Public Health program in coordination with the Study Abroad Advisor and the Office of Career Counseling will advise students on opportunities in these areas. In particular, students may want to consider one of the several Global Health options offered through SIT. One or more courses completed on an approved study abroad program can be counted toward the three elective courses, with permission of the Chair. You can find general study away guidelines for Public Health at [public-health.williams.edu](http://public-health.williams.edu).

### PHLH 201 (S) Dimensions of Public Health (DPE)

Public health is concerned with protecting and improving health at the level of a community or population. Although individual behavior is an essential element of public health, collective, rather than individual, outcomes are the focus of public health study. In this course we will survey the field of public health, introducing students to core concepts and methods that highlight the interrelationship of individual choice and social institutions with environmental and biological factors in producing health outcomes at the population level. We will develop these concepts and methods within the context of signal cases and public health crises.

**Requirements/Evaluation:** two papers on a selected population or country and health issue, peer reviews and active contribution to class discussion

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** sophomores, potential Public Health concentrators

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** No divisional credit (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because of its central focus on the ways that difference and power shape health outcomes in the U.S. and internationally. It uses an interdisciplinary approach to explore issues including the historical relations between communities of color, healthcare providers, and public health practitioners; contestation over the role of markets and government in public health; and differing explanations for the patterns of race, class, etc., in health outcomes.

**Attributes:** PHLH Core Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Marion Min-Barron

SEM Section: 02 W 1:10 pm - 3:50 pm Marion Min-Barron

### **PHLH 220 (F) International Nutrition (DPE) (WS)**

Global malnutrition continues to represent one of the most challenging issues of international development. Problems of both under- and overnutrition beginning as early as in utero can detrimentally influence the health, development and survival of resource-limited populations. This course introduces students to the most prevalent nutritional issues through a food policy perspective and exposes them to a wide variety of interventions, policies and current debates in the field of international nutrition. In addition to exploring the multi-level programmatic approaches for the prevention and treatment of the related nutritional problems, students will gain exposure and experience in program design and program proposal writing. Readings will involve both real-world programmatic documents/evaluations as well as peer-reviewed journal articles. Examples will be drawn from Africa, Asia and Latin America.

**Requirements/Evaluation:** six 1-page essays, one final term paper (10-15 pages), one oral presentation, and active class participation

**Prerequisites:** PHLH 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** As a writing skills course, students will write six 1-page essays (each with an optional rewrite) which will help build the specific writing skills necessary for the final 10- to 15 page paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course exposes the issues of difference, power and inequity by exploring the unequal distribution of resources and power at the global, national and intra-national level within the international nutrition context. We will also critically engage with issues of power, cultural difference and related ethics in the context of international development and nutrition programming.

**Attributes:** PHLH Nutrition, Food Security+Environmental Health

Not offered current academic year

### **PHLH 310 (F) Equity in Health**

Equity in health has been defined as inequalities in health outcomes based on irrelevant social characteristics. The Sustainable Development Goals and Agenda 2030 highlight equity in health as a main focus and key to achieving social sustainability. This course will introduce students to the concept of equity in health, and discuss the theoretical underpinnings of the pathways to unequal health outcomes. The social determinants of health and how they translate to uneven outcomes will be explored and discussed. There will also be a special focus on gender and gender-based violence as a driver of ill health. How to reduce inequity in health will be discussed and debated. Readings will involve some of the classic texts on health equity as well as recent explorations of the area.

**Requirements/Evaluation:** weekly short reflection papers and one final paper (10-12 pages)

**Prerequisites:** PHLH 201 Dimensions of Public Health or Permission of Instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Public Health Concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** PHLH Reproductive, Maternal and Child Health PHLH Social Determinants of Health

Not offered current academic year

**PHLH 351 (F) Racism in Public Health (DPE)**

In the face of a global pandemic and increased police brutality, states and counties across the nation have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial will most likely elicit uncomfortable and hard conversations about race and requires an openness to self-reflection and the practice of listening and articulation.

**Requirements/Evaluation:** bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

**Prerequisites:** PHLH 201

**Enrollment Limit:** 10

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

**Attributes:** PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Marion Min-Barron

**PHLH 397 (F) Independent Study: Public Health**

Public Health Independent Study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Amie A. Hane

**PHLH 398 (S) Independent Study: Public Health**

Public Health Independent Study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Amie A. Hane

### **PHLH 402 (S) Senior Seminar in Public Health**

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students will read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics may include the social determinants of health, environmental health risks, and access to health care. Students will also be divided into small research teams to interact with local organizations and investigate a contemporary real-life issue in public health. The capstone course is required of all concentrators, but may be opened to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

**Requirements/Evaluation:** active seminar participation, written reflections, contribution to the team research project, and a 12- to 15-page final paper

**Prerequisites:** completion of at least four courses counting towards the PHLH concentration

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Public Health concentrators; students who are not senior Public Health concentrators should contact the instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** No divisional credit

**Attributes:** EXPE Experiential Education Courses PHLH Core Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Kiaran Honderich

SEM Section: 02 TR 11:20 am - 12:35 pm Kiaran Honderich

### **Winter Study -----**

#### **PHLH 13 (W) Concluding your Experiential Component: Public Health Reflections**

Because many public health challenges cannot be fully appreciated until one has hands-on experience working on public health issues with populations or communities, each Public Health concentrator must have at least one relevant field-based educational experience. This requirement is known as the Experiential Component (EC). This winter study course will serve as the final step in completing the EC requirement. Through in-person meetings and online discussion, students will be asked to critically reflect on their EC experience, write about their intellectual and emotional journey during their EC and discuss with classmates how this EC experience ties into previous Public Health courses and potential career and graduate educational goals. Students will meet in-person on Tuesday, January 4, 2021: 10-1pm and Tuesday, January 25, 2021: 10-1pm. For the weeks in between these two dates, students will engage in weekly online asynchronous discussions with their classmates.

**Requirements/Evaluation:** Students will be evaluated on class discussions, reflection papers and a 10-page paper which can be waived.

**Prerequisites:** PHLH 201 and completion of their Experiential Component internship/work experience.

**Enrollment Limit:** 25

**Enrollment Preferences:** Public Health concentrators who are Seniors will be given preference.

**Grading:** pass/fail only

Winter 2023

LEC Section: 01 TBA Marion Min-Barron

#### **PHLH 16 (W) Addiction Studies and Diagnostics**

The goal of this class is to help students develop an effective understanding of the definition, impact, and treatment of addiction. Students will be familiarized with the DSM-5, the text used to diagnose mental illness in the US. Speakers will tell their stories in their journey from addiction to recovery. Students will be expected to accurately diagnose the speakers according to the criteria in the DSM-5. Finally, an extensive annotated bibliography and oral presentation will be presented in groups at the end of the course. The goal of the class is to have students carry this knowledge forward and be more informed about addiction and recovery in personal, family, social, professional, and community life. That goal is two-fold; to help

make better and more informed choices personally and with other people.

**Requirements/Evaluation:** Class and other participation outside the classroom and group project at end of course.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor's choice

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** I have taught this class nearly a dozen times and greatly enjoy doing so. I work as an addiction therapist and have personally been in recovery for 35 years. I earned an MA at the Hazelden Graduate School in 2009.

**Materials/Lab Fee:** \$44

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 7:00 pm - 9:30 pm K. Richard Berger

### **PHLH 99 (W) Independent Study: Public Health**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Amie A. Hane

## QUANTITATIVE/FORMAL REASONING (QFR)

The Quantitative/Formal Reasoning (QFR) requirement is intended to help students become adept at reasoning mathematically and abstractly. The ability to apply a formal method to reach conclusions, use numbers comfortably, and employ the research tools necessary to analyze data lessens barriers to carrying out professional and economic roles. The hallmarks of a QFR course are the representation of facts in a language of mathematical symbols and the use of formal rules to obtain a determinate answer. Primary evaluation in these courses is based on multistep mathematical, statistical, or logical inference (as opposed to descriptive answers).

Prior to senior year, all students must satisfactorily complete ONE QFR course. Students requiring extra assistance (as assessed during First Days) are normally placed into Mathematics 100/101/102, which is to be taken before fulfilling the QFR requirement.

### **AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

#### **Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

### **ASIA 241 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

#### **Secondary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth

century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ASTR 111 (F) Introduction to Astrophysics (QFR)**

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

**Class Format:** The class has 6 afternoon labs. Nighttime observing sessions will occur throughout the semester.

**Requirements/Evaluation:** weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Enrollment Preferences:** potential Astronomy majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Marek Demianski, Kevin Flaherty

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

**ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)**

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

**Requirements/Evaluation:** Regular work with the instructor; submitted presentations and papers as agreed upon

**Prerequisites:** suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

**Enrollment Limit:** 10

**Enrollment Preferences:** research topic

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Substantial quantitative and formal reasoning are involved

Spring 2023

IND Section: 01 TBA Daniel P. Aalberts

**BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

**Primary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

**BIMO 322 (S) Biochemistry II: Metabolism (QFR)****Cross-listings:** BIOL 322 CHEM 322 BIMO 322**Primary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor**Enrollment Limit:** 60**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators**Expected Class Size:** 60**Grading:** no pass/fail option, no fifth course option**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222**Distributions:** (D3) (QFR)**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

**BIOL 202 (F) Genetics (QFR)**

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, integrating multiple streams of evidence to map a mutation to the genome, determining the structure of a DNA plasmid using molecular tools.

**Class Format:** Lecture: three hours per week, Lab: three hours per week.**Requirements/Evaluation:** bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams**Prerequisites:** BIOL 101 and 102**Enrollment Limit:** 120**Enrollment Preferences:** students interested in the Biology major**Expected Class Size:** 60**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

### **BIOL 203 (F) Ecology (QFR)**

**Cross-listings:** BIOL 203 ENVI 203

#### **Primary Cross-listing**

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

**BIOL 305 (S) Evolution (QFR)**

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

**Requirements/Evaluation:** independent research project, problem sets, participation in discussions and exams

**Prerequisites:** BIOL 202

**Enrollment Limit:** 22

**Enrollment Preferences:** Seniors and biology majors

**Expected Class Size:** 22

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models to study population genetics.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 02 W 1:00 pm - 4:00 pm Luana S. Maroja

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

**BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Primary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

**Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

### **BIOL 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and

mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

### **BIOL 337 (F) Evolutionary Ecology (QFR)**

Evolutionary ecology is an interdisciplinary field that integrates concepts in genetics, adaptation, and ecology to understand how evolution operates in the context of ecological communities. This course provides an overview of the discipline including foundational concepts in evolutionary demography, phenotypic plasticity, and population genetics. It also explores how breakthroughs in these topics provide a framework for advances in our understanding of the evolution of reproductive timing and ageing, interspecific interactions (e.g. competition, predation), cooperation, and altruism. The course combines lectures, readings, in-class discussion, and a lab section that includes a mixture of field, computer, and lab projects. Laboratories will give students practical, hands-on experience in how to develop, plan, and carry out evolutionary ecology research from start to finish.

**Class Format:** lecture, 3 hours per week; laboratory and discussion, 3 hours per week

**Requirements/Evaluation:** Evaluation will be based on lab assignments, two exams, discussion participation, and a written paper.

**Prerequisites:** BIOL 102, plus either BIOL 202 or BIOL 203 or equivalent

**Enrollment Limit:** 24

**Enrollment Preferences:** preference given to biology majors, seniors, and juniors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Evolutionary ecology uses concepts in genetics and ecology to understand how the frequency of alleles in a population changes over time. These changes are formalized in equations that describe these processes. Students will gain experience in utilizing these equations to describe, analyze, and predict the evolutionary outcome of ecological interactions for both theoretical and experimental purposes. Thus, the students will gain experience in solving systems of equations using algebra and in stat

Fall 2022

LEC Section: 01 Cancelled

LAB Section: 02 Cancelled

LAB Section: 03 Cancelled

### **CHEM 151 (F) Introductory Chemistry (QFR)**

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** electronic and written weekly problem set assignments, laboratory work and analysis, quizzes, two tests, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

**Expected Class Size:** 32

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Stephanie Christau

LAB Section: 02 M 1:00 pm - 5:00 pm Laura R. Strauch

LAB Section: 03 T 1:00 pm - 5:00 pm Stephanie Christau

### **CHEM 153 (F) Concepts of Chemistry (QFR)**

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on experiment design, data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamentals of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** problem sets and/or quizzes, laboratory work, and exams

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 45/lecture

**Enrollment Preferences:** first-year students

**Expected Class Size:** 90

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 153 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Bob Rawle

LEC Section: 02 MWF 11:00 am - 11:50 am Bob Rawle

LAB Section: 03 M 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 04 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 05 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 06 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 07 T 8:00 am - 12:00 pm Laura R. Strauch

LAB Section: 08 W 7:00 pm - 11:00 pm Enrique Peacock-López

### **CHEM 155 (F) Principles of Modern Chemistry (QFR)**

This course is designed for students with a strong preparation in chemistry (including laboratory experience) in secondary school, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding AP Chemistry Exam score of 5 (or a 6 or 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, catalysis, environmental, biological, and medicinal chemistry. Laboratory periods will focus on hands-on skills, data representation and analysis, scientific writing, exploration of the scientific literature, and other skills critical to students' development as scientists. This course is designed for students who are anticipating further study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** frequent short assignments in preparation for class, quantitative weekly problem sets, laboratory work and reports, an hour test, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 32

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** CHEM 155 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 8:00 am - 8:50 am Lee Y. Park

LAB Section: 02 M 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LAB Section: 03 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo

### **CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)**

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution, elimination and addition reactions. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quantitative problem solving, laboratory performance, three midterm exams, and a final exam

**Prerequisites:** CHEM 151 or 153 or 155 or permission of instructor

**Enrollment Limit:** 55/lecture

**Enrollment Preferences:** Seniors, juniors, sophomores, first-year students

**Expected Class Size:** 100

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem solving in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Spring 2023

LEC Section: 01 MWF 8:00 am - 8:50 am Thomas E. Smith

LEC Section: 02 MWF 9:00 am - 9:50 am Kerry-Ann Green

LAB Section: 03 M 1:00 pm - 5:00 pm Kerry-Ann Green

LAB Section: 04 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 05 W 1:00 pm - 5:00 pm Sarah L. Goh

LAB Section: 06 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 07 M 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 08 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 09 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

### **CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells.

Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

### **CHEM 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

#### **Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

### **CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)**

This tutorial provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in sessions and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

**Requirements/Evaluation:** tutorial participation, presentations, and submitted papers

**Prerequisites:** CHEM 361 or equivalent background in Physics

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFC requirement with problem sets for assignments in which quantitative/formal reasoning skills are practiced.

Spring 2023

TUT Section: T1 TBA Enrique Peacock-López

### **COGS 224 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

#### **Primary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

### **CSCI 103 (S) Electronic Textiles (QFR)**

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that

displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

**Class Format:** interspersed with hands-on activities in a computer lab

**Requirements/Evaluation:** weekly homework assignments and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** students who have not previously taken a CSCI course

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Materials/Lab Fee:** a fee of \$95 will be added to term bill to cover Lilypad Arduino components (Protosnap Plus Kit, battery holders, sets of LEDs, temperature sensor, vibe board, tri-color LED), alligator test leads, fabric, thread & fabric scissors.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

### **CSCI 104 (F) Understanding Data Through Computation (QFR)**

Many of the world's greatest discoveries and most consequential decisions are enabled or informed by the analysis of data from a myriad of sources. Indeed, the ability to organize, visualize, and draw conclusions from data is now a critical tool in the sciences, business, medicine, politics, other academic disciplines, and society as a whole. This course lays the foundations for reasoning about data by exploring complementary computational, statistical, and visualization concepts. These concepts will be reinforced by lab experiences designed to teach programming and statistics skills while analyzing real-world data sets. This course will also examine the broader context and social issues surrounding data analysis, including privacy and ethics.

**Requirements/Evaluation:** Weekly problem sets involving programming, a project, and examinations.

**Prerequisites:** None; previous programming experience or statistics is not required.

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** Not open to those who have completed or are currently enrolled in a Computer Science course numbered 136 or higher or a Statistics course. Preference given to first-year students and sophomores who have not previously taken a computer science course.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Katie A. Keith

LEC Section: 02 MWF 11:00 am - 11:50 am Stephen N. Freund

LAB Section: 03 M 1:00 pm - 2:30 pm Stephen N. Freund, Katie A. Keith

LAB Section: 04 M 2:30 pm - 4:00 pm Stephen N. Freund, Katie A. Keith

LAB Section: 05 T 1:00 pm - 2:30 pm Stephen N. Freund, Katie A. Keith

LAB Section: 06 T 2:30 pm - 4:00 pm Stephen N. Freund, Katie A. Keith

### **CSCI 134 (F)(S) Introduction to Computer Science (QFR)**

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

**Requirements/Evaluation:** weekly programming projects, weekly written homeworks, and two examinations.

**Prerequisites:** none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

#### Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Iris Howley

LEC Section: 02 MWF 10:00 am - 10:50 am Jeannie R Albrecht

LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht

LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley

LAB Section: 05 M 1:00 pm - 2:30 pm Jeannie R Albrecht

LAB Section: 06 M 2:30 pm - 4:00 pm Jeannie R Albrecht

LAB Section: 07 T 1:00 pm - 2:30 pm Iris Howley

LAB Section: 08 T 1:00 pm - 2:30 pm Jeannie R Albrecht

LAB Section: 09 T 2:30 pm - 4:00 pm Jeannie R Albrecht

#### Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Rohit Bhattacharya

LEC Section: 02 MWF 10:00 am - 10:50 am Rohit Bhattacharya

LEC Section: 03 MWF 11:00 am - 11:50 am Mark Hopkins

LAB Section: 04 M 1:00 pm - 2:30 pm Mark Hopkins

LAB Section: 05 M 1:00 pm - 2:30 pm Rohit Bhattacharya

LAB Section: 06 M 2:30 pm - 4:00 pm Rohit Bhattacharya

LAB Section: 07 T 1:00 pm - 2:30 pm Mark Hopkins

LAB Section: 08 T 1:00 pm - 2:30 pm Rohit Bhattacharya

LAB Section: 09 T 2:30 pm - 4:00 pm Rohit Bhattacharya

### **CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)**

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

**Requirements/Evaluation:** programming and written assignments, quizzes, examinations

**Prerequisites:** CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:

<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIGP Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw

LEC Section: 02 MWF 9:00 am - 9:50 am Daniel W. Barowy

LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw

LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy

LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am James M. Bern

LEC Section: 02 MWF 11:00 am - 11:50 am Daniel W. Barowy

LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern

LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern

LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy

LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy

### **CSCI 237 (F)(S) Computer Organization (QFR)**

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

**Requirements/Evaluation:** weekly programming assignments and/or problem sets, quizzes, midterm and final exams

**Prerequisites:** CSCI 136

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 03 R 2:30 pm - 4:00 pm Kelly A. Shaw

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 03 R 2:30 pm - 4:00 pm Kelly A. Shaw

### **CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)**

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include greedy, divide-and-conquer, dynamic programming, and network flow algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

**Requirements/Evaluation:** Problem sets, midterm and final examinations

**Prerequisites:** CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the course is about applying abstract and mathematical reasoning to the study of algorithms and computation.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Bill K. Jannen

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Bill K. Jannen

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

### **CSCI 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315 CSCI 315

**Secondary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

### **CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **CSCI 334 (F)(S) Principles of Programming Languages (QFR)**

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

**Requirements/Evaluation:** weekly problem sets and programming assignments, a midterm examination, and a final examination

**Prerequisites:** CSCI 136

**Enrollment Limit:** 30

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Daniel W. Barowy

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

### **CSCI 339 (S) Distributed Systems (QFR)**

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

**Requirements/Evaluation:** weekly homework assignments, midterm exam, 3 major programming projects, and a final project

**Prerequisites:** CSCI 237

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

### **CSCI 361 (F) Theory of Computation (QFR)**

**Cross-listings:** MATH 361 CSCI 361

**Primary Cross-listing**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 48(12/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 361 (D3) CSCI 361 (D3)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 ASYN Aaron M. Williams

CON Section: 02 MWF 11:00 am - 12:15 pm Aaron M. Williams

CON Section: 03 MR 1:10 pm - 2:25 pm Aaron M. Williams

CON Section: 04 MR 2:35 pm - 3:50 pm Aaron M. Williams

CON Section: 05 TF 1:10 pm - 2:25 pm Aaron M. Williams

### **CSCI 371 (F)(S) Computer Graphics (QFR)**

This course covers the fundamental mathematics and techniques behind computer graphics, and will teach students how to represent and draw 2D and 3D geometry for real-time and photorealistic applications. Students will write challenging implementations from the ground up in C/C++, OpenGL, and GLSL. Topics include transformations, rasterization, ray tracing, immediate mode GUI, forward and inverse kinematics, and physically-based animation. Examples are drawn from video games, movies, and robotics.

**Requirements/Evaluation:** evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136 and CSCI 237 or permission of instructor

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

### **CSCI 373 (F)(S) Artificial Intelligence (QFR)**

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Reasoning under uncertainty, Probabilistic graphical models, and Automated Learning.

**Requirements/Evaluation:** Evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136 and (CSCI 256 or permission of instructor)

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

### **CSCI 374 (F) Machine Learning (QFR)**

Machine learning is a field that derives from artificial intelligence and statistics, and is concerned with the design and analysis of computer algorithms that "learn" automatically through the use of data. Computer algorithms are capable of discerning subtle patterns and structure in the data that would be practically impossible for a human to find. As a result, real-world decisions, such as treatment options and loan approvals, are being increasingly automated based on predictions or factual knowledge derived from such algorithms. This course explores topics in supervised learning (e.g., random forests and neural networks), unsupervised learning (e.g., k-means clustering and expectation maximization), and possibly reinforcement learning (e.g., Q-learning and temporal difference learning.) It will also introduce methods for the evaluation of learning algorithms (with an emphasis on analysis of generalizability and robustness of the algorithms to distribution/environmental shift), as well as topics in computational learning theory and ethics.

**Requirements/Evaluation:** Presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

**Prerequisites:** CSCI 136 and CSCI 256 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Current or expected Computer Science majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Rohit Bhattacharya

**CSCI 375 (S) Natural Language Processing (QFR)**

Natural language processing (NLP) is a set of methods for making human language accessible to computers. NLP underlies many technologies we use on a daily basis including automatic machine translation, search engines, email spam detection, and automated personalized assistants. These methods draw from a combination of algorithms, linguistics and statistics. This course will provide a foundation in building NLP models to classify, generate, and learn from text data.

**Requirements/Evaluation:** Evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136, and either CSCI 256 or STAT 201/202.

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katie A. Keith

LEC Section: 02 MWF 11:00 am - 11:50 am Katie A. Keith

**ECON 110 (F)(S) Principles of Microeconomics (QFR)**

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

**Requirements/Evaluation:** problem sets, quizzes, short essays, two midterms, final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

**Attributes:** POEC Required Courses

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Ralph M. Bradburd

LEC Section: 02 TF 1:10 pm - 2:25 pm Matthew Chao  
LEC Section: 03 TF 2:35 pm - 3:50 pm Matthew Chao  
LEC Section: 04 TR 8:30 am - 9:45 am Neal J. Rappaport  
LEC Section: 05 TR 9:55 am - 11:10 am Owen Thompson  
LEC Section: 06 TR 11:20 am - 12:35 pm Owen Thompson  
Spring 2023  
LEC Section: 01 TR 9:55 am - 11:10 am Ralph M. Bradburd  
LEC Section: 02 TR 11:20 am - 12:35 pm Ralph M. Bradburd

### **ECON 120 (F)(S) Principles of Macroeconomics (QFR)**

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

**Requirements/Evaluation:** Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

**Prerequisites:** ECON 110

**Enrollment Limit:** 40

**Enrollment Preferences:** First-year students and sophomores.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

**Attributes:** POEC Required Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Will Olney  
LEC Section: 02 TR 11:20 am - 12:35 pm Will Olney

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Sara LaLumia  
LEC Section: 02 TR 11:20 am - 12:35 pm Sara LaLumia  
LEC Section: 03 MR 1:10 pm - 2:25 pm Steven E. Nafziger  
LEC Section: 04 MWF 9:00 am - 9:50 am Neal J. Rappaport  
LEC Section: 05 MWF 10:00 am - 10:50 am Neal J. Rappaport

### **ECON 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

#### **Primary Cross-listing**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing

assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### **ECON 232 (F) Financial Markets, Institutions and Policies (QFR)**

The focus of the course will be on how firms, financial markets, and central banks interact in the economy. Key questions addressed in the course include: How do firms allocate their resources to enhance their value? How are firms evaluated by the financial markets? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? We will also study the role of the central bank (the Federal Reserve in the US), monetary policy, and government regulation and their impacts on financial decision making. Key questions include: How do central banks set monetary policy and how do those policies affect the economy and the financial decision-making process? How does monetary policy change when interest rates are (virtually) zero?

**Class Format:** There will be a mix of lecture and discussion.

**Requirements/Evaluation:** 5-7 Problem Sets, Quantitative Exercises, Group Paper, and Final Exam

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** Sophomore and Junior Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models, graphs, and data analysis to understand financial decisions at the firm and economy-wide levels.

**Attributes:** POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Neal J. Rappaport

### **ECON 240 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

#### **Primary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing

contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ECON 251 (F)(S) Price and Allocation Theory (QFR)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes, short essays, collaborative projects, or presentations.

**Prerequisites:** ECON 110 and MATH 130 or its equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

LEC Section: 02 MR 1:10 pm - 2:25 pm Stephen C. Sheppard

LEC Section: 03 MR 2:35 pm - 3:50 pm Stephen C. Sheppard

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

LEC Section: 02 MWF 11:00 am - 12:15 pm Sarah A. Jacobson

### **ECON 252 (F)(S) Macroeconomics (QFR)**

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets and/or written assignments, midterm(s), and a final exam.

**Prerequisites:** ECON 110 and 120 and MATH 130 or its equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Peter L. Pedroni

LEC Section: 02 TR 11:20 am - 12:35 pm Andrew T. Hessler

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

LEC Section: 02 TF 1:10 pm - 2:25 pm Andrew T. Hessler

LEC Section: 03 TF 2:35 pm - 3:50 pm Andrew T. Hessler

### **ECON 255 (F)(S) Econometrics (QFR)**

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets, multiple exams, a group project, and possible additional assignments or quizzes.

**Prerequisites:** MATH 130, plus STAT 161, 201 or 202 (or equivalent, including a score of 5 on the AP Statistics Exam), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics and Political Economy majors.

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students may substitute the combination of STAT 201 and 346 for ECON 255

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course teaches research tools necessary to analyze data.

**Attributes:** PHLH Statistics Courses POEC Required Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

LEC Section: 02 MR 2:35 pm - 3:50 pm Matthew Gibson

LEC Section: 03 TR 8:30 am - 9:45 am Owen Ozier

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am David J. Zimmerman

LEC Section: 02 TR 9:55 am - 11:10 am David J. Zimmerman

LEC Section: 03 MWF 8:30 am - 9:45 am David J. Zimmerman

### **ECON 345 (S) Growth Diagnostics (QFR)**

**Cross-listings:** ECON 545 ECON 345

#### **Primary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 545 (D2) ECON 345 (D2)

**Quantative/Formal Reasoning Notes:** The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

### **ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)**

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

**Requirements/Evaluation:** term paper and regular homework assignments

**Prerequisites:** ECON 252 and either ECON 255 or STATS 346

**Enrollment Limit:** 19

**Enrollment Preferences:** students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Peter L. Pedroni

### **ECON 378 (F) Long-Run Comparative Development (QFR)**

The world today is marred by vast disparities in the standard of living, with about a 30-fold difference in real GDP per capita between the poorest and most affluent of nations. What are the causes of such differences in prosperity across countries? Are the origins of global inequality to be found in underlying differences among societies over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have such "deep" historical roots, what scope exists for policies to reduce global inequality today? Can we expect inequality to be reduced through some natural process of macroeconomic development, or is it likely to persist unless acted upon by policy? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the enduring effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the composition of traits in populations across the globe.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, at least one exam, a research paper, and a class presentation

**Prerequisites:** ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development. Students will be required to routinely develop and solve sophisticated mathematical models of economic growth, involving the rigorous application of solution concepts from constrained optimization and from optimal control theory. Students will also be required to perform some econometric analyses in their assignments.

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

### **ECON 384 (S) Corporate Finance (QFR)**

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and

acquisitions.

**Class Format:** Lecture / discussion

**Requirements/Evaluation:** class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exam and a research paper (possibly written with a partner)

**Prerequisites:** ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

**Enrollment Limit:** 28

**Enrollment Preferences:** Economics majors; seniority

**Expected Class Size:** 28

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course uses quantitative models to evaluate decisions.

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm William M. Gentry

### **ECON 387 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

#### **Primary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

### **ECON 389 (S) Tax Policy in Global Perspective (QFR)**

**Cross-listings:** ECON 514 ECON 389

#### **Secondary Cross-listing**

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores

tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Requirements/Evaluation:** midterm exam, several problem sets, two 10-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 514 (D2) ECON 389 (D2)

**Quantative/Formal Reasoning Notes:** The course builds on other QFR Reasoning econ classes.

**Attributes:** POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

### **ECON 471 (S) Topics in Advanced Econometrics (QFR)**

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and long run cointegration and nonlinear function estimation and analysis, both in conventional time series and especially panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

**Requirements/Evaluation:** periodic homework assignments, term paper

**Prerequisites:** ECON 371

**Enrollment Limit:** 19

**Enrollment Preferences:** students with strong quantitative backgrounds, and to students intending to write an honors thesis

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course will make use of mathematics, statistics and computer analysis for the conceptualization and implementation of the econometric topics that are taught.

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Peter L. Pedroni

### **ECON 477 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

**Primary Cross-listing**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

**ECON 514 (S) Tax Policy in Global Perspective (QFR)**

**Cross-listings:** ECON 514 ECON 389

**Primary Cross-listing**

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Requirements/Evaluation:** midterm exam, several problem sets, two 10-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 514 (D2) ECON 389 (D2)

**Quantative/Formal Reasoning Notes:** The course builds on other QFR Reasoning econ classes.

**Attributes:** POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

### **ECON 522 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

#### **Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

### **ECON 545 (S) Growth Diagnostics (QFR)**

**Cross-listings:** ECON 545 ECON 345

#### **Secondary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints

while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 545 (D2) ECON 345 (D2)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

**ENVI 203 (F) Ecology** (QFR)

**Cross-listings:** BIOL 203 ENVI 203

**Secondary Cross-listing**

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

### **ENVI 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

#### **Secondary Cross-listing**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### **ENVI 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

#### **Secondary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises,

problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

**ENVI 376 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

**Secondary Cross-listing**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

## ENVI 387 (S) Economics of Climate Change (QFR)

**Cross-listings:** ECON 522 ENVI 387 ECON 387

### Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

## ENVI 404 (F) Coastal Processes and Geomorphology (QFR)

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

### Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **GEOS 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

#### **Primary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

### **GEOS 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Primary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **GEOS 414 (S) Reading Deep Time (QFR)**

Ancient sedimentary rocks and the fossils they contain are time machines - direct windows into the deep history of life on Earth and the environments that life inhabited. In this course you will learn to "read" these deep time records by collecting, interpreting, and analyzing paleontological, stratigraphic, and sedimentological data. The course will be organized around a week-long spring break trip to explore the rocks of the House Range of Utah. The Cambrian and Ordovician strata of the House Range offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in fossil diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy (often referred to as historical geology). Labs will focus on skill building including learning basic coding in R

(no experience needed or expected), and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including interpreting geological maps, measuring stratigraphic sections, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will help determine what data we will collect in the field and what projects emerge. Examples might be interpreting carbon isotopic analyses to reconstruct ancient oceanographic conditions, biostratigraphic correlation using fossils to reconstruct basin dynamics, determining paleoenvironment based on analyses of thin sections, or digging into trilobite fossil preservation and evolutionary trends. Students will draw on previous experiences and course content in the Geosciences and bring small group research projects to completion by the end of the semester, which will be presented in poster form. This course fulfills the Geosciences Group B Elective: Sediments and Life.

**Class Format:** weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field course.

**Requirements/Evaluation:** Short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project presented in poster form.

**Prerequisites:** GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 201, GEOS 301, GEOS 302, GEOS 312T, or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior, and then Junior, Geosciences majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

**Attributes:** GEOS Group B Electives - Sediments + Life

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Phoebe A. Cohen

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

#### **MAST 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

##### **Secondary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **MATH 130 (F)(S) Calculus I (QFR)**

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

**Requirements/Evaluation:** Weekly homework and quizzes, 2 exams during the semester, and one final

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

**Enrollment Limit:** 50

**Enrollment Preferences:** first-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This a calculus course.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Lori A. Pedersen

LEC Section: 02 MWF 12:00 pm - 12:50 pm Lori A. Pedersen

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Lori A. Pedersen

### **MATH 140 (F)(S) Calculus II (QFR)**

Calculus answers two basic questions: how fast is something changing (the derivative) and how much is there (the integral). This course is about integration, and the miracle that unites the derivative and the integral (the Fundamental Theorem of Calculus.) Understanding calculus requires in part the understanding of methods of integration. This course will also solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions will also play an important role. This course is the

right starting point for students who have seen derivatives, but not necessarily integrals, before.

**Requirements/Evaluation:** homework, quizzes, and/or exams

**Prerequisites:** MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

**Enrollment Limit:** 50

**Enrollment Preferences:** based on who needs calculus the soonest

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have higher advanced placement must enroll in MATH 150 or above

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a math class

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Bhagya Athukorallage

LEC Section: 02 MWF 10:00 am - 10:50 am Bhagya Athukorallage

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Lori A. Pedersen

### **MATH 150 (F)(S) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

**Enrollment Limit:** 50

**Enrollment Preferences:** Preference will be given to prospective math and stats majors, or students who need this as a course to serve as a prerequisite for other courses.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** mathematics

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Colin C. Adams

LEC Section: 02 MWF 11:00 am - 11:50 am Colin C. Adams

LEC Section: 03 MWF 12:00 pm - 12:50 pm Colin C. Adams

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Steven J. Miller

### **MATH 151 (F) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes

Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** AP BC 3 or higher or integral calculus with infinite series

**Enrollment Limit:** 50

**Enrollment Preferences:** First-years, sophomores, and juniors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course builds quantitative skills

Fall 2022

LEC Section: 01 MWF 8:00 am - 8:50 am Susan R. Loepp

LEC Section: 02 MWF 9:00 am - 9:50 am Susan R. Loepp

LEC Section: 03 MWF 10:00 am - 10:50 am Susan R. Loepp

### **MATH 200 (F)(S) Discrete Mathematics (QFR)**

In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, and graphs. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

**Requirements/Evaluation:** Fall: Homework, proof portfolio, group work, presentations, quizzes/exams, reflections. Spring: The grade will be based on homework and 4 exams.

**Prerequisites:** Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

**Enrollment Limit:** 40

**Enrollment Preferences:** Preference given to first and second year students intending to major in mathematics or computer science.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, and other fields of discrete mathematics.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Daniel Condon

LEC Section: 02 TR 9:55 am - 11:10 am Daniel Condon

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Daniel Condon

LEC Section: 02 TR 9:55 am - 11:10 am Daniel Condon

### **MATH 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

[Secondary Cross-listing](#)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week

**Requirements/Evaluation:** several exams and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

### **MATH 250 (F)(S) Linear Algebra (QFR)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** MATH 150/151 or MATH 200

**Enrollment Limit:** 60

**Enrollment Preferences:** Students who have officially declared a major that requires Math 250.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will engage in both quantitative and formal reasoning.

**Attributes:** COGS Related Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Thomas A. Garrity

LEC Section: 02 TR 9:55 am - 11:10 am Thomas A. Garrity

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Jenna Zomback

LEC Section: 02 MWF 11:00 am - 11:50 am Jenna Zomback

### **MATH 307 (F)(S) Computational Linear Algebra (QFR)**

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors,

convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

**Class Format:** This course is taught in a flipped classroom format. Students read and watch lecture videos prior to each class session. The instructor uses class time for discussion and collaborative learning activities. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

**Requirements/Evaluation:** Students will complete checkpoint quizzes, regularly assigned homework problems and projects, and reflective writing assignments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

**Prerequisites:** MATH 250; COMP 134 or equivalent prior experience with computer programming (in any language)

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference given to majors and prospective majors.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Chad M. Topaz

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Chad M. Topaz

### **MATH 308 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

#### **Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze

real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**MATH 309 (F)(S) Differential Equations (QFR)**

Ordinary differential equations (ODEs) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODEs from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, and constant coefficient linear equations. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain information about the behavior of the ODEs without explicitly knowing the solution.

**Requirements/Evaluation:** quizzes/exams, problem sets, participation

**Prerequisites:** MATH 150/151 and MATH 250

**Enrollment Limit:** 40

**Enrollment Preferences:** discretion of the instructor

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300-level mathematics course

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Julie C. Blackwood

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

**MATH 311 (F) Advanced topics in applied mathematics (QFR)**

Applied mathematics is an expansive field that uses mathematical methods to explore problems that arise in biology, physics, engineering, and many other disciplines. In this course, we will explore a diversity of methods that may include stochastic processes, optimization, signal processing, and numerical analysis. We will also explore how these methods can be utilized to understand questions in other disciplines.

**Requirements/Evaluation:** This course will have some combination of problem sets, presentations, exams, and a final project

**Prerequisites:** Differential equations (Math 309) or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** If over-enrolled, the instructor will request a statement of interest

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Fall 2022

TUT Section: T1 TBA Julie C. Blackwood

**MATH 313 (S) Introduction to Number Theory (QFR)**

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also

look at the ideas of numbers and primes in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have not taken Math 355 and seniors who need the course to complete the major and have no other options.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Susan R. Loepp

### **MATH 317 (F) Introduction to Operations Research (QFR)**

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

**Prerequisites:** Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course, or permission of the instructor.

**Requirements/Evaluation:** homework, exams, projects

**Prerequisites:** MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course, or permission from the instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Computer Science, Mathematics and Statistics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** [http://web.williams.edu/Mathematics/sjmillier/public\\_html/317/](http://web.williams.edu/Mathematics/sjmillier/public_html/317/)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300 level mathematics course.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Steven J. Miller

### **MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication

events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **MATH 329 (S) Discrete Geometry (QFR)**

Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

**Requirements/Evaluation:** Evaluation will be based primarily on participation, problem sets, oral presentations, a written midterm exam, an oral final exam, and a final project

**Prerequisites:** MATH 200 or Math 250, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** First-years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** All of the content in this course is quantitative or formal reasoning.

Spring 2023

TUT Section: T1 TBA Ralph E. Morrison

### **MATH 334 (F) Graph Theory (QFR)**

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along

with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

**Requirements/Evaluation:** problem sets, exams, and a short final project

**Prerequisites:** MATH 200 or MATH 250

**Enrollment Limit:** 30

**Enrollment Preferences:** Math majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves the writing of mathematical proofs.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Ralph E. Morrison

### **MATH 338 (S) Intermediate Logic (QFR)**

**Cross-listings:** MATH 338 PHIL 338

**Secondary Cross-listing**

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D2) PHIL 338 (D2)

**Quantative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 Cancelled

### **MATH 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

**Primary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

### **MATH 342 (F) Logic** (QFR)

This course will introduce the main ideas and basic results of mathematical logic, and explain their applications to other areas of mathematics and computer science. We will begin with a study of first-order logic, covering structures and definability, theories, models and categoricity, as well as formal proofs. We will prove Gödel's completeness and compactness theorems and the Lowenheim-Skolem theorems. The course will briefly dive into computability theory, enough to prove Gödel's Incompleteness theorems and basic undecidability results.

**Requirements/Evaluation:** Evaluation based on homework, exams, and class participation.

**Prerequisites:** Math 250 - Linear Algebra

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior and Senior Math Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course in logic and applications.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Jenna Zomback

### **MATH 344 (S) The Mathematics of Sports** (QFR)

The purpose of this class is to use sports as a springboard to study applications of mathematics, especially in gathering data to build and test models and develop predictive statistics. Examples will be drawn from baseball, basketball, cross country, football, hockey, soccer, track, as well as class choices. Pre-requisites are linear algebra (Math 250) and either a 200 level statistics class or a 100 level programming class, or permission of the instructor.

**Requirements/Evaluation:** Homework, exams, projects

**Prerequisites:** Math 250: Linear Algebra

**Enrollment Limit:** 40

**Enrollment Preferences:** None. If the course is over-enrolled preference will be given to math and stats majors, and then if needed by performance on a small assignment.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 300 level mathematics course.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

**MATH 345 (S) Introduction to Numerical Analysis (QFR)**

Numerical analysis is the study of algorithms that use numerical approximation to solve problems which arise in scientific applications. This course provides an introduction to the theory, development, and analysis of algorithms for obtaining numerical solutions. Topics discussed in the course include: Error Analysis and Convergence Rates of Algorithms; Root Finding for Nonlinear Equations; Approximating Functions using Lagrange Interpolation and Cubic Spline Approximation; Numerical Differentiation and Integration; Numerical Solution of Ordinary Differential Equations; Iterative Methods for Solving Linear Systems

**Requirements/Evaluation:** Evaluation will be based on homework, projects, and exams.

**Prerequisites:** Math 250

**Enrollment Limit:** 30

**Enrollment Preferences:** Mathematics and Statistics majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced mathematics class that will cover the fundamental ideas of Numerical Analysis. The students will study in depths various algorithms that provide numerical solutions to various questions in science.

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Bhagya Athukorallage

**MATH 350 (F)(S) Real Analysis (QFR)**

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what do we mean when we say that? Perhaps most fundamentally, what is a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions of them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. Results covered will include the Cantor-Schroeder-Bernstein theorem, the monotone convergence theorem, the Bolzano-Weierstrass theorem, the Cauchy criterion, Dirichlet's and Riemann's rearrangement theorem, the Heine-Borel theorem, the intermediate value theorem, and many others. This course is excellent preparation for graduate studies in mathematics, statistics, and economics.

**Requirements/Evaluation:** Problem sets, exams, and an expository essay.

**Prerequisites:** MATH 250 or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2023

LEC Section: 01 Cancelled

**MATH 351 (S) Applied Real Analysis (QFR)**

Real analysis or the theory of calculus (derivatives, integrals, continuity, convergence) starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Math

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Mihai Stoiciu

LEC Section: 02 TR 11:20 am - 12:35 pm Mihai Stoiciu

**MATH 355 (F)(S) Abstract Algebra (QFR)**

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have officially declared a major that requires Math 355.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300-level math course

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Thomas A. Garrity

LEC Section: 02 MWF 12:00 pm - 12:50 pm Thomas A. Garrity

**MATH 361 (F) Theory of Computation (QFR)**

**Cross-listings:** MATH 361 CSCI 361

**Secondary Cross-listing**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 48(12/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 361 (D3) CSCI 361 (D3)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 ASYN Aaron M. Williams

CON Section: 02 MWF 11:00 am - 12:15 pm Aaron M. Williams

CON Section: 03 MR 1:10 pm - 2:25 pm Aaron M. Williams

CON Section: 04 MR 2:35 pm - 3:50 pm Aaron M. Williams

CON Section: 05 TF 1:10 pm - 2:25 pm Aaron M. Williams

### **MATH 374 (F) Topology (QFR)**

In Real Analysis you learned about metric spaces---any set of objects endowed with a way of measuring distance---and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it plays an important role in math, physics, and data analysis. This course is excellent preparation for graduate programs in mathematics.

**Requirements/Evaluation:** Problem sets, exams, an expository essay.

**Prerequisites:** MATH 350 or 351; not open to students who have taken MATH 323. If you didn't cover metric spaces in real analysis, that's OK!

**Enrollment Limit:** 30

**Enrollment Preferences:** Juniors and seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Leo Goldmakher

### **MATH 393 (S) Research Topics in Combinatorics (WS) (QFR)**

Combinatorics provides techniques and tools to enumerate, examine, and investigate the existence of discrete mathematical structures with certain properties. There are numerous areas of applications including algebra, discrete geometry, and number theory. In this project-based research course students will work in small groups to learn combinatorial techniques and tools in order to develop research questions and begin tackling unsolved problems in combinatorics.

**Requirements/Evaluation:** Students will be evaluated through written drafts of a manuscript and its revisions and multiple in-class presentation.

**Prerequisites:** Math 355

**Enrollment Limit:** 19

**Enrollment Preferences:** Post-core mathematics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** The main goal of this course is to undertake original research in combinatorics, as such student assessment is based on developing positive collaboration skills, and improving technical written and oral skills in mathematics through manuscript draft submissions and in-class presentations. Students will provide multiple drafts of their manuscript and in right of this the course will be writing intensive.

**Quantative/Formal Reasoning Notes:** The main goal of this course is to undertake original research in the math field of mathematics. See above for more details.

Spring 2023

SEM Section: 01 Cancelled

#### **MATH 409 (F) The Little Questions (QFR)**

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and 'a-ha' moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

**Requirements/Evaluation:** Homework, exams, presentations.

**Prerequisites:** Real Analysis (either Math 350 or 351) and Abstract Algebra (Math 355), or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Math/stat senior majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math class.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

#### **MATH 412 (S) Mathematical Biology (QFR)**

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications may include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** preference for senior math/stats major and also based on an interest statement

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.

**Attributes:** PHLH Methods in Public Health

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Julie C. Blackwood

### **MATH 413 (S) Computational Algebraic Geometry (QFR)**

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

**Requirements/Evaluation:** Evaluation will be based on weekly problem sets, three exams, and final project. Any students who have taken Math 411 should consult with the instructor before enrolling in this course.

**Prerequisites:** Math 355

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference given to senior math majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course is all quantitative and formal reasoning.

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Ralph E. Morrison

### **MATH 427 (S) Tiling Theory (QFR)**

Since people first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, types of tilings, random tilings, the classification of tilings and aperiodic tilings. We will also look at tilings of the sphere, tilings of the hyperbolic plane, and tilings in higher dimensions, including "knotted tilings".

**Requirements/Evaluation:** problem assignments, exams and a presentation/paper

**Prerequisites:** MATH 250 Linear Algebra and MATH 355 Abstract Algebra

**Enrollment Limit:** 30

**Enrollment Preferences:** senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams

**MATH 442 (F) Introduction to Descriptive Set Theory (QFR)**

Descriptive set theory (DST) combines techniques from analysis, topology, set theory, combinatorics, and other areas of mathematics to study definable (typically Borel) subsets of Polish spaces. The first part of this course will cover the topics necessary to understand the main objects of study in DST: we will develop comfort with point-set topology (enough to juggle with Polish spaces and Borel sets), and set theory (just well-orderings and cardinality). The second part of the course will feature selected topics in descriptive set theory: for example, trees, the perfect set property, Baire category, and infinite games.

**Requirements/Evaluation:** Evaluation based on homework, exams, and classroom participation.

**Prerequisites:** Math 250 - Linear Algebra, Math 350/351 Real Analysis/Applied Real Analysis

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior Math Majors, then non-Senior Math Majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course in descriptive set theory.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Jenna Zomback

**MATH 453 (S) Partial Differential Equations (QFR)**

In this course, we further explore the world of differential equations. Mainly, we cover topics in partial differential equations. Partial Differential Equations (PDEs) are fundamental to the modeling of many natural phenomena, arising in many fields, including fluid mechanics, heat and mass transfer, electromagnetic theory, finance, elasticity, and more. The goals of this course are to discuss the following topics: classification of PDEs in terms of order, linearity and homogeneity; physical interpretation of canonical PDEs; solution techniques, including separation of variables, series solutions, integral transforms, and the method of characteristics.

**Requirements/Evaluation:** Evaluation will be based on homework, projects, and exams.

**Prerequisites:** MATH 150-151; MATH/PHYS 210 or MATH 309

**Enrollment Limit:** 20

**Enrollment Preferences:** Mathematics and Physics majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced mathematics class dedicated to the study of partial differential equations (PDEs). These equations are the most important mathematical tools for the study of complex physical phenomena such as waves and fluids (including both air and water), heat transfer, electromagnetism, and finance.

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Bhagya Athukorallage

**MATH 481 (S) Measure theory and Hilbert spaces (QFR)**

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size---length, area, volume, dimension, etc.---that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves

and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides excellent preparation for graduate studies in mathematics, statistics and economics.

**Requirements/Evaluation:** Problem sets, exams, an expository essay

**Prerequisites:** At least one previous course that has Math 350 or 351 as a prerequisite (eg Math 374, 383, 401, 404, 408, 420, 426, 485), or permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Juniors and seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Spring 2023

LEC Section: 01 Cancelled

### **PHIL 221 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

**Secondary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

### **PHIL 338 (S) Intermediate Logic (QFR)**

**Cross-listings:** MATH 338 PHIL 338

#### **Primary Cross-listing**

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D2) PHIL 338 (D2)

**Quantative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 Cancelled

### **PHYS 109 (S) Sound, Light, and Perception (QFR)**

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

**Class Format:** each student will attend one lecture plus one conference section weekly

**Requirements/Evaluation:** class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** non-science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class will have weekly problem sets requiring substantial quantitative reasoning

Spring 2023

LEC Section: 01 Cancelled

**PHYS 131 (F) Introduction to Mechanics (QFR)**

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

**Requirements/Evaluation:** exams, labs, and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am John H. Lacy

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin R. Forkey, Brough Morris

LAB Section: 03 T 1:00 pm - 4:00 pm Kevin R. Forkey, Brough Morris

LAB Section: 04 Cancelled

**PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)**

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

**Class Format:** lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

**Requirements/Evaluation:** weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Enrollment Preferences:** sophomores

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Jennifer G. Winters

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin R. Forkey

LAB Section: 03 T 1:00 pm - 4:00 pm Kevin R. Forkey

### **PHYS 141 (F) Mechanics and Waves (QFR)**

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week

**Requirements/Evaluation:** weekly problem sets, labs, three or more short quizzes/tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** high school physics and MATH 130 or equivalent placement, or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and science majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen

LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

### **PHYS 142 (S) Foundations of Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

**Class Format:** lecture, three hours weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' sessions and problem-solving/discussion sessions

**Requirements/Evaluation:** weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

**Enrollment Limit:** 14/L

**Enrollment Preferences:** first-year students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Protik K. Majumder

LAB Section: 02 M 1:00 pm - 4:00 pm Jennifer G. Winters

LAB Section: 03 T 1:00 pm - 4:00 pm Jennifer G. Winters

**PHYS 151 (F) Seminar in Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same core material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** three 50-minute lecture/discussions per week, one 3-hour lab per week

**Requirements/Evaluation:** class participation, weekly lab assignments, weekly problem sets, exams

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Enrollment Preferences:** first-years

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this is a small seminar designed for first-year students who have placed out of PHYS 141

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** all assignments in the course have a substantial quantitative component

Fall 2022

LEC Section: 01 WF 11:00 am - 11:50 am Jennifer G. Winters

LAB Section: 02 W 1:00 pm - 4:00 pm Jennifer G. Winters

CON Section: 03 M 11:00 am - 11:50 am Jennifer G. Winters

**PHYS 201 (F) Electricity and Magnetism (QFR)**

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** problem sets, labs/conference section assignments, two take-home midterms, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** prospective physics majors, then by seniority

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves significant problem-solving and mathematical analysis of phenomena using calculus, numerical methods, and other quantitative tools.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Catherine Kealhofer

LAB Section: 02 T 1:00 pm - 4:00 pm Catherine Kealhofer

LAB Section: 03 W 1:00 pm - 4:00 pm Catherine Kealhofer

### **PHYS 202 (S) Vibrations, Waves and Optics (QFR)**

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** problem sets, labs, midterm examinations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Charlie Doret

LAB Section: 02 T 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret

### **PHYS 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

**Primary Cross-listing**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week

**Requirements/Evaluation:** several exams and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

### **PHYS 301 (F) Quantum Physics (QFR)**

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics. After a brief discussion of historical origins of the quantum theory, we introduce the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 20

**Enrollment Preferences:** physics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Protik K. Majumder

LAB Section: 02 T 1:00 pm - 4:00 pm John H. Lacy

LAB Section: 03 W 1:00 pm - 4:00 pm John H. Lacy

LAB Section: 04 M 1:00 pm - 4:00 pm John H. Lacy

### **PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)**

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

**Class Format:** lecture/discussion three hours per week and weekly laboratory work

**Requirements/Evaluation:** weekly problem sets, midterm exam, final exam, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 14 per lab

**Enrollment Preferences:** physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen

LAB Section: 02 T 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 W 1:00 pm - 4:00 pm Katharine E. Jensen

### **PHYS 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315 CSCI 315

#### **Primary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

### **PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo

structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **PHYS 402 (S) Applications of Quantum Mechanics (QFR)**

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 301

**Enrollment Limit:** 10 per sec

**Enrollment Preferences:** Physics and Astrophysics Majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2023

TUT Section: T1 F 1:10 pm - 2:25 pm David R. Tucker-Smith

### **PHYS 411 (F) Classical Mechanics (QFR)**

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial

quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 10/section

**Enrollment Preferences:** majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2022

TUT Section: T1 F 1:10 pm - 2:25 pm Charlie Doret, Daniel P. Aalberts

### **POEC 253 (F) Empirical Methods in Political Economy (QFR)**

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal--an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

**Requirements/Evaluation:** Problem sets, group project, midterm exam, final exam

**Prerequisites:** MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

**Enrollment Limit:** 20

**Enrollment Preferences:** Political Economy majors, Environmental Policy majors and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

**Attributes:** PHLH Statistics Courses POEC Required Courses

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Anand V. Swamy

### **PSYC 201 (F)(S) Experimentation and Statistics (QFR)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

**Requirements/Evaluation:** research reports, exams, and problem sets

**Prerequisites:** PSYC 101; not open to first-year students except with permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: A1 TR 11:20 am - 12:35 pm Amie A. Hane

LAB Section: A2 R 1:00 pm - 4:00 pm Amie A. Hane

LEC Section: B3 MR 1:10 pm - 2:25 pm Catherine B. Stroud

LAB Section: B4 W 1:00 pm - 4:00 pm Catherine B. Stroud

Spring 2023

LEC Section: A1 TR 9:55 am - 11:10 am Victor A. Cazares

LAB Section: A2 W 1:00 pm - 4:00 pm Victor A. Cazares

LEC Section: B3 MWF 11:00 am - 12:15 pm Jeremy D. Cone

LAB Section: B4 T 1:00 pm - 4:00 pm Jeremy D. Cone

LEC Section: C5 TR 9:55 am - 11:10 am Kris N. Kirby

LAB Section: C6 W 1:00 pm - 4:00 pm Kris N. Kirby

### **STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)**

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

**Requirements/Evaluation:** weekly homework, quizzes, exams, and a project

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test)

**Enrollment Limit:** 50

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201.

Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is a quantitative course.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

### **STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)**

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

**Requirements/Evaluation:** Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data

analysis project. Students will need to become familiar with the statistical software STATA.

**Prerequisites:** MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

**Enrollment Limit:** 40

**Enrollment Preferences:** Economics majors, sophomores

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Reasoning with data

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

LEC Section: 02 MWF 10:00 am - 10:50 am Anna M. Plantinga

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

### **STAT 201 (F)(S) Statistics and Data Analysis (QFR)**

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

**Requirements/Evaluation:** weekly homework and projects, midterm exams, and a final exam.

**Prerequisites:** MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Students will learn to interpret, choose, carry out, and communicate analyses of data.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Stewart D. Johnson

LEC Section: 02 MWF 11:00 am - 11:50 am Stewart D. Johnson

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

### **STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)**

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course

we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

**Requirements/Evaluation:** Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

**Prerequisites:** MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Prospective Statistics majors and more senior students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

LEC Section: 02 MWF 12:00 pm - 12:50 pm Richard D. De Veaux

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Xizhen Cai

LEC Section: 02 Cancelled

### **STAT 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

**Secondary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

### **STAT 344 (F) Statistical Design of Experiments (QFR)**

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

**Requirements/Evaluation:** Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

**Prerequisites:** STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, seniors, juniors, sophomores, first years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

### **STAT 346 (F)(S) Regression Theory and Applications (QFR)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

**Requirements/Evaluation:** Weekly homework, theory and data analysis exams, final course project.

**Prerequisites:** MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Statistics Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

### **STAT 356 (F) Time Series Analysis (QFR)**

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

**Requirements/Evaluation:** Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** STAT 346 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 360 (S) Statistical Inference** (QFR)

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

**Requirements/Evaluation:** Homework, Quizzes, Exams

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** A rigorous mathematical course laying the foundation for reasoning with data

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Richard D. De Veaux

### **STAT 365 (F) Bayesian Statistics** (QFR)

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** STAT 201 and MATH 150 and 250, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 372 (S) Longitudinal Data Analysis (QFR)**

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. As time permits, we will also investigate joint modeling of longitudinal and time-to-event data. We will consider many applications in the social and biological sciences.

**Requirements/Evaluation:** Weekly homework, midterm exams, a final exam, and a data analysis project

**Prerequisites:** STAT 346 (and an appropriate introductory statistics course, typically STAT 201 or 202)

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will cover a variety of statistical analysis methods for longitudinal data.

**Attributes:** PHLH Statistics Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Anna M. Plantinga

### **STAT 442 (S) Statistical Learning and Data Mining (QFR)**

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

**Class Format:** Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, exams and an end-of-term project

**Prerequisites:** MATH/STAT 341 and STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Xizhen Cai

**STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)**

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

**Requirements/Evaluation:** Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

**Prerequisites:** STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors and Statistics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

**STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

## **Quantitative and Formal Reasoning**

**AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice** (DPE) (QFR)

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

### **Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**ASIA 241 (S) Colonialism and Underdevelopment in South Asia** (DPE) (QFR)

**Cross-listings:** ECON 240 ASIA 241

### **Secondary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn,

supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ASTR 111 (F) Introduction to Astrophysics (QFR)**

The science of astronomy spans vast scales of space and time, from individual atoms to entire galaxies and from the universe's beginning to the future fate of our Sun. In this course, we will survey some of the main ideas in modern astrophysics, with an emphasis on the physics of stars and galaxies. ASTR 111 is the first course in the Astrophysics and Astronomy major sequences. It is also appropriate for students planning to major in one of the other sciences or mathematics and for others who would like a quantitative introduction that emphasizes the relationship of contemporary physics to astronomy. Topics include gravity and orbits, radiation laws and stellar spectra, physical characteristics of the Sun and other stars, star formation and evolution, black holes, galaxies, the expanding universe, and the Big Bang. Students will also use telescopes to observe stars, nebulae, planets, and galaxies and to make daytime observations of the Sun.

**Class Format:** The class has 6 afternoon labs. Nighttime observing sessions will occur throughout the semester.

**Requirements/Evaluation:** weekly problem sets, two hour-long tests, a final exam, lab reports, and an observing portfolio

**Prerequisites:** a year of high school Physics, concurrent college Physics, or permission of instructor, and MATH 140 or equivalent

**Enrollment Limit:** 28

**Enrollment Preferences:** potential Astronomy majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course requires regular problem sets and quantitative assignments. The course will emphasize how physical equations explain the observed properties of the universe.

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Marek Demianski, Kevin Flaherty

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin Flaherty

LAB Section: 03 R 1:00 pm - 4:00 pm Kevin Flaherty

### **ASTR 498 (S) Independent Study: Astronomy or Astrophysics (QFR)**

Astronomy/Astrophysics independent study, directed by one of the Astronomy faculty: Pasachoff/Jaskot/Flaherty

**Requirements/Evaluation:** Regular work with the instructor; submitted presentations and papers as agreed upon

**Prerequisites:** suitable Astronomy/Astrophysics/Physics/Math-Stats-Geosciences/Chemistry courses

**Enrollment Limit:** 10

**Enrollment Preferences:** research topic

**Expected Class Size:** 5

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Substantial quantitative and formal reasoning are involved

Spring 2023

IND Section: 01 TBA Daniel P. Aalberts

**BIMO 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

**Primary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

**BIMO 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

**Primary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

**BIOL 202 (F) Genetics (QFR)**

Genetics, classically defined as the study of heredity, is today a multidisciplinary field whose principles provide critical insight and tools to most areas of biology and medicine. This course covers the experimental basis for our current understanding of the inheritance, structures, and functions of genes. It introduces approaches used by contemporary geneticists and molecular biologists to explore questions in areas of biology ranging from evolution to medicine. A primary focus of the course is on students developing familiarity with problem solving, the logic and quantitative reasoning required to understand how genetic mechanisms lead to biological patterns. The laboratory part of the course provides an experimental introduction to modern genetic analysis as well as introductions to interpreting genetic reasoning in the primary research literature. Laboratory experiments include investigating chromosome structure using microscopy, integrating multiple streams of evidence to map a mutation to the genome, determining the structure of a DNA plasmid using molecular tools.

**Class Format:** Lecture: three hours per week, Lab: three hours per week.

**Requirements/Evaluation:** bi-weekly problem sets; weekly laboratory exercises and laboratory reports; three exams

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 120

**Enrollment Preferences:** students interested in the Biology major

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course develops quantitative skills through solving problems. Students learn to apply basic calculations and logic to predict the outcomes of biological systems, for example, describing the likelihood that an individual will be affected by an inherited disease. Application of quantitative and logical analysis contributes to a large component of the in-class work and the graded material for the class, in the form of problem sets, exams, and data analysis for lab reports.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LAB Section: 03 T 1:00 pm - 4:00 pm Derek Dean

LAB Section: 02 M 1:00 pm - 4:00 pm Derek Dean

LEC Section: 01 MWF 11:00 am - 11:50 am David W. Loehlin

LAB Section: 04 W 1:00 pm - 4:00 pm Derek Dean

LAB Section: 05 R 1:00 pm - 4:00 pm Derek Dean

**BIOL 203 (F) Ecology** (QFR)

**Cross-listings:** BIOL 203 ENVI 203

**Primary Cross-listing**

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues.

Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

### **BIOL 305 (S) Evolution (QFR)**

This course offers a critical analysis of contemporary concepts in biological evolution. We focus on the relation of evolutionary mechanisms (e.g., selection, drift, and migration) to long term evolutionary patterns (e.g., evolutionary innovations, origin of major groups, and adaptation). Topics include micro-evolutionary models, natural and sexual selection, speciation, the inference of evolutionary history, evolutionary medicine among others.

**Requirements/Evaluation:** independent research project, problem sets, participation in discussions and exams

**Prerequisites:** BIOL 202

**Enrollment Limit:** 22

**Enrollment Preferences:** Seniors and biology majors

**Expected Class Size:** 22

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models to study population genetics.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives COGS Related Courses

Spring 2023

LAB Section: 03 R 1:00 pm - 4:00 pm Luana S. Maroja

LEC Section: 01 MWF 11:00 am - 11:50 am Luana S. Maroja

LAB Section: 02 W 1:00 pm - 4:00 pm Luana S. Maroja

### **BIOL 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Primary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

### **BIOL 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

### **BIOL 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

#### **Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino

acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

### **BIOL 337 (F) Evolutionary Ecology (QFR)**

Evolutionary ecology is an interdisciplinary field that integrates concepts in genetics, adaptation, and ecology to understand how evolution operates in the context of ecological communities. This course provides an overview of the discipline including foundational concepts in evolutionary demography, phenotypic plasticity, and population genetics. It also explores how breakthroughs in these topics provide a framework for advances in our understanding of the evolution of reproductive timing and ageing, interspecific interactions (e.g. competition, predation), cooperation, and altruism. The course combines lectures, readings, in-class discussion, and a lab section that includes a mixture of field, computer, and lab projects. Laboratories will give students practical, hands-on experience in how to develop, plan, and carry out evolutionary ecology research from start to finish.

**Class Format:** lecture, 3 hours per week; laboratory and discussion, 3 hours per week

**Requirements/Evaluation:** Evaluation will be based on lab assignments, two exams, discussion participation, and a written paper.

**Prerequisites:** BIOL 102, plus either BIOL 202 or BIOL 203 or equivalent

**Enrollment Limit:** 24

**Enrollment Preferences:** preference given to biology majors, seniors, and juniors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Evolutionary ecology uses concepts in genetics and ecology to understand how the frequency of alleles in a population changes over time. These changes are formalized in equations that describe these processes. Students will gain experience in utilizing these equations to describe, analyze, and predict the evolutionary outcome of ecological interactions for both theoretical and experimental purposes. Thus, the students will gain experience in solving systems of equations using algebra and in stat

Fall 2022

LAB Section: 03 Cancelled

LAB Section: 02 Cancelled

LEC Section: 01 Cancelled

### **CHEM 151 (F) Introductory Chemistry (QFR)**

This course provides an introduction to chemistry for those students with little or no high school chemistry. Students will be introduced to concepts fundamental to studying matter at the molecular level. Principal topics include introductions to the nature of atoms and molecules, stoichiometry, solubility rules and equilibria, gas laws, chemical equilibrium, acid-base reactions, periodic relationships, chemical bonding, molecular structure, intermolecular forces, oxidation-reduction reactions, and related applications. Laboratory work comprises a system of qualitative analysis and quantitative techniques. The course provides preparation for further study of organic chemistry, biochemistry, physical and inorganic chemistry and is intended for students who are anticipating professional study in chemistry, in related sciences, or in one of the health professions, as well as for those students who are interested in exploring the fundamental ideas of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** electronic and written weekly problem set assignments, laboratory work and analysis, quizzes, two tests, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** first-year students; students who have studied chemistry for one or more years are directed to CHEM 153 or 155

**Expected Class Size:** 32

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 151 may be taken concurrently with MATH 102--see under Mathematics; CHEM 151 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LAB Section: 03 T 1:00 pm - 5:00 pm Stephanie Christau

LEC Section: 01 MWF 8:30 am - 9:45 am Stephanie Christau

LAB Section: 02 M 1:00 pm - 5:00 pm Laura R. Strauch

### **CHEM 153 (F) Concepts of Chemistry (QFR)**

This course broadens and deepens the foundation in chemistry of students who have had typically one year of chemistry at the high school level. Most students begin study of chemistry at Williams with this course. Familiarity with stoichiometry, basic concepts of equilibria, and the model of an atom is expected. Principal topics for this course include kinetic theory of gases, modern atomic theory, molecular structure and bonding, states of matter, chemical equilibrium (acid-base and solubility), and an introduction to atomic and molecular spectroscopies. Laboratory periods will largely focus on experiment design, data analysis, literature, scientific writing, ethics, and other skills critical to students' development as scientists. The course is of interest to students who anticipate professional study in chemistry, related sciences, or one of the health professions, as well as to those who want to explore the fundamentals of chemistry as part of their general education. This course may be taken pass/fail; however, students who are considering graduate study in science or in the health professions should elect to take this course for a grade.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** problem sets and/or quizzes, laboratory work, and exams

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 45/lecture

**Enrollment Preferences:** first-year students

**Expected Class Size:** 90

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** CHEM 153 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LAB Section: 05 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 04 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 03 M 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LEC Section: 02 MWF 11:00 am - 11:50 am Bob Rawle

LEC Section: 01 MWF 9:00 am - 9:50 am Bob Rawle

LAB Section: 07 T 8:00 am - 12:00 pm Laura R. Strauch

LAB Section: 08 W 7:00 pm - 11:00 pm Enrique Peacock-López

LAB Section: 06 R 1:00 pm - 5:00 pm Jennifer K. Rosenthal

### **CHEM 155 (F) Principles of Modern Chemistry (QFR)**

This course is designed for students with a strong preparation in chemistry (including laboratory experience) in secondary school, such as provided by an Advanced Placement chemistry course (or equivalent) with a corresponding AP Chemistry Exam score of 5 (or a 6 or 7 on the IB Exam, or equivalent). Topics include chemical thermodynamics, kinetics, structure and bonding, coordination chemistry, electrochemistry and spectroscopy and their application to fields such as materials science, catalysis, environmental, biological, and medicinal chemistry. Laboratory periods will focus on hands-on skills, data representation and analysis, scientific writing, exploration of the scientific literature, and other skills critical to students' development as scientists. This course is designed for students who are anticipating further study in chemistry, related sciences, or one of the health professions, as well as for students who want to explore the fundamental ideas of chemistry as part of their general education.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** frequent short assignments in preparation for class, quantitative weekly problem sets, laboratory work and reports, an hour test, and a final exam

**Prerequisites:** Students are required to take the online Chemistry Placement Survey prior to registering for the course ([chemistry.williams.edu/placement](http://chemistry.williams.edu/placement)).

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 32

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** CHEM 155 or its equivalent is a prerequisite to CHEM 156; one of CHEM 151 or 153 or 155 required for the BIMO concentration

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Fall 2022

LAB Section: 02 M 1:00 pm - 5:00 pm Anthony J. Carrasquillo

LEC Section: 01 MWF 8:00 am - 8:50 am Lee Y. Park

LAB Section: 03 T 1:00 pm - 5:00 pm Anthony J. Carrasquillo

**CHEM 156 (S) Organic Chemistry: Introductory Level (QFR)**

This course provides the necessary background in organic chemistry for students who are planning advanced study or a career in chemistry, the biological sciences, or the health professions. It initiates the systematic study of the common classes of organic compounds with emphasis on theories of structure and reactivity. The fundamentals of molecular modeling as applied to organic molecules are presented. Specific topics include basic organic structure and bonding, isomerism, stereochemistry, molecular energetics, the theory and interpretation of infrared and nuclear magnetic spectroscopy, substitution, elimination and addition reactions. The coordinated laboratory work includes purification and separation techniques, structure-reactivity studies, organic synthesis, IR and NMR spectroscopy, and the identification of unknown compounds.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quantitative problem solving, laboratory performance, three midterm exams, and a final exam

**Prerequisites:** CHEM 151 or 153 or 155 or permission of instructor

**Enrollment Limit:** 55/lecture

**Enrollment Preferences:** Seniors, juniors, sophomores, first-year students

**Expected Class Size:** 100

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular and substantial problem solving in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIMO Required Courses

Spring 2023

LEC Section: 02 MWF 9:00 am - 9:50 am Kerry-Ann Green

LAB Section: 08 W 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LAB Section: 07 M 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 03 M 1:00 pm - 5:00 pm Kerry-Ann Green

LAB Section: 09 T 1:00 pm - 5:00 pm Jennifer K. Rosenthal

LEC Section: 01 MWF 8:00 am - 8:50 am Thomas E. Smith

LAB Section: 04 T 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 05 W 1:00 pm - 5:00 pm Sarah L. Goh

LAB Section: 06 R 1:00 pm - 5:00 pm Jenna L. MacIntire

**CHEM 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

**Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

### **CHEM 321 (F) Biochemistry I: Structure and Function of Biological Molecules (QFR)**

**Cross-listings:** BIMO 321 BIOL 321 CHEM 321

#### **Secondary Cross-listing**

This course introduces the foundational concepts of biochemistry with an emphasis on the structure and function of biological macromolecules. Specifically, the structure of proteins and nucleic acids are examined in detail in order to determine how their chemical properties and their biological behavior result from those structures. Other topics covered include catalysis, enzyme kinetics, mechanism and regulation; the molecular organization of biomembranes; and the flow of information from nucleic acids to proteins. In addition, the principles and applications of the methods used to characterize macromolecules in solution and the interactions between macromolecules are discussed. The laboratory provides a hands-on opportunity to study macromolecules and to learn the fundamental experimental techniques of biochemistry including electrophoresis, chromatography, and principles of enzymatic assays.

**Class Format:** lecture, three times per week and laboratory, four hours per week

**Requirements/Evaluation:** quizzes, a midterm exam, a final exam, problem sets and performance in the laboratories including lab reports

**Prerequisites:** BIOL 101 and CHEM 251/255 and CHEM 155/256

**Enrollment Limit:** 16/lab

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major; cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIMO 321 (D3) BIOL 321 (D3) CHEM 321 (D3)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFR requirement with regular problem sets in which quantitative/formal reasoning skills are practiced.

**Attributes:** BIGP Courses BIMO Required Courses

Fall 2022

LAB Section: 02 M 1:00 pm - 5:00 pm Amy Gehring

LEC Section: 01 MWF 10:00 am - 10:50 am Amy Gehring

LAB Section: 04 R 1:00 pm - 5:00 pm Jenna L. MacIntire

LAB Section: 03 T 1:00 pm - 5:00 pm Jenna L. MacIntire

### **CHEM 322 (S) Biochemistry II: Metabolism (QFR)**

**Cross-listings:** BIOL 322 CHEM 322 BIMO 322

#### **Secondary Cross-listing**

This lecture course provides an in-depth presentation of the complex metabolic reactions that are central to life. Emphasis is placed on the biological flow of energy including alternative modes of energy generation (aerobic, anaerobic, photosynthetic); the regulation and integration of the metabolic pathways including compartmentalization and the transport of metabolites; and biochemical reaction mechanisms including the structures and mechanisms of coenzymes. This comprehensive study also includes the biosynthesis and catabolism of small molecules (carbohydrates, lipids, amino acids, and nucleotides). Laboratory experiments introduce the principles and procedures used to study enzymatic reactions, bioenergetics, and metabolic pathways.

**Class Format:** Lecture three hours per week and laboratory three hours per week.

**Requirements/Evaluation:** several exams and performance in the laboratories including lab reports that emphasize conceptual and quantitative and/or graphic analysis of data

**Prerequisites:** BIOL 101 and CHEM 251/255 or permission of instructor

**Enrollment Limit:** 60

**Enrollment Preferences:** junior and senior Biology and Chemistry majors and BIMO concentrators

**Expected Class Size:** 60

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** cannot be counted towards the Biology major in addition to BIOL 222

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 322 (D3) CHEM 322 (D3) BIMO 322 (D3)

**Quantative/Formal Reasoning Notes:** The laboratory program is quantitative covering data analyses, numerical transformations, graphical displays.

**Attributes:** BIGP Courses BIMO Required Courses

Spring 2023

LAB Section: 04 R 1:00 pm - 4:00 pm Janis E. Bravo

LEC Section: 01 TR 11:20 am - 12:35 pm Pei-Wen Chen

LAB Section: 02 T 1:00 pm - 4:00 pm Janis E. Bravo

LAB Section: 03 W 1:00 pm - 4:00 pm Pei-Wen Chen

### **CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)**

This tutorial provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in sessions and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

**Requirements/Evaluation:** tutorial participation, presentations, and submitted papers

**Prerequisites:** CHEM 361 or equivalent background in Physics

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFC requirement with problem sets for assignments in which quantitative/formal reasoning skills are practiced.

Spring 2023

TUT Section: T1 TBA Enrique Peacock-López

**COGS 224 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

**Primary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**CSCI 103 (S) Electronic Textiles (QFR)**

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aims to introduce learners to the first steps of developing their own wearable interactive technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary sewing, circuitry, and programming skills, students will propose and design their own eTextiles projects, eventually implementing them with sewable Arduino components, and other found electronic components as needed. The scope of the project will depend on the individual's prior background, but can include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project you can conceivably accomplish with sewable Arduino inputs, outputs, and development board in a semester context. This class will introduce students to introductory

computer programming, circuitry, and sewing with the goal of creating novel wearable artifacts that interact with the world.

**Class Format:** interspersed with hands-on activities in a computer lab

**Requirements/Evaluation:** weekly homework assignments and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** students who have not previously taken a CSCI course

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Materials/Lab Fee:** a fee of \$95 will be added to term bill to cover Lilypad Arduino components (Protosnap Plus Kit, battery holders, sets of LEDs, temperature sensor, vibe board, tri-color LED), alligator test leads, fabric, thread & fabric scissors.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will teach students the basics of computer programming through projects in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

### **CSCI 104 (F) Understanding Data Through Computation (QFR)**

Many of the world's greatest discoveries and most consequential decisions are enabled or informed by the analysis of data from a myriad of sources. Indeed, the ability to organize, visualize, and draw conclusions from data is now a critical tool in the sciences, business, medicine, politics, other academic disciplines, and society as a whole. This course lays the foundations for reasoning about data by exploring complementary computational, statistical, and visualization concepts. These concepts will be reinforced by lab experiences designed to teach programming and statistics skills while analyzing real-world data sets. This course will also examine the broader context and social issues surrounding data analysis, including privacy and ethics.

**Requirements/Evaluation:** Weekly problem sets involving programming, a project, and examinations.

**Prerequisites:** None; previous programming experience or statistics is not required.

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** Not open to those who have completed or are currently enrolled in a Computer Science course numbered 136 or higher or a Statistics course. Preference given to first-year students and sophomores who have not previously taken a computer science course.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:  
<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Katie A. Keith

LAB Section: 06 T 2:30 pm - 4:00 pm Stephen N. Freund, Katie A. Keith

LAB Section: 05 T 1:00 pm - 2:30 pm Stephen N. Freund, Katie A. Keith

LAB Section: 04 M 2:30 pm - 4:00 pm Stephen N. Freund, Katie A. Keith

LAB Section: 03 M 1:00 pm - 2:30 pm Stephen N. Freund, Katie A. Keith

LEC Section: 02 MWF 11:00 am - 11:50 am Stephen N. Freund

**CSCI 134 (F)(S) Introduction to Computer Science (QFR)**

This course introduces students to the science of computation by exploring the representation and manipulation of data and algorithms. We organize and transform information in order to solve problems using algorithms written in a modern object-oriented language. Topics include organization of data using objects and classes, and the description of processes using conditional control, iteration, methods and classes. We also begin the study of abstraction, self-reference, reuse, and performance analysis. While the choice of programming language and application area will vary in different offerings, the skills students develop will transfer equally well to more advanced study in many areas. In particular, this course is designed to provide the programming skills needed for further study in computer science and is expected to satisfy introductory programming requirements in other departments.

**Requirements/Evaluation:** weekly programming projects, weekly written homeworks, and two examinations.

**Prerequisites:** none, except for the standard prerequisites for a (QFR) course; previous programming experience is not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class: <https://csci.williams.edu/>. Students with prior experience with object-oriented programming should discuss appropriate course placement with members of the department.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course includes regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LAB Section: 08 T 1:00 pm - 2:30 pm Jeannie R Albrecht  
 LAB Section: 09 T 2:30 pm - 4:00 pm Jeannie R Albrecht  
 LAB Section: 04 M 1:00 pm - 2:30 pm Iris Howley  
 LEC Section: 03 MWF 11:00 am - 11:50 am Jeannie R Albrecht  
 LEC Section: 02 MWF 10:00 am - 10:50 am Jeannie R Albrecht  
 LAB Section: 07 T 1:00 pm - 2:30 pm Iris Howley  
 LAB Section: 06 M 2:30 pm - 4:00 pm Jeannie R Albrecht  
 LAB Section: 05 M 1:00 pm - 2:30 pm Jeannie R Albrecht  
 LEC Section: 01 MWF 9:00 am - 9:50 am Iris Howley

Spring 2023

LAB Section: 08 T 1:00 pm - 2:30 pm Rohit Bhattacharya  
 LAB Section: 09 T 2:30 pm - 4:00 pm Rohit Bhattacharya  
 LEC Section: 03 MWF 11:00 am - 11:50 am Mark Hopkins  
 LAB Section: 07 T 1:00 pm - 2:30 pm Mark Hopkins  
 LAB Section: 05 M 1:00 pm - 2:30 pm Rohit Bhattacharya  
 LEC Section: 02 MWF 10:00 am - 10:50 am Rohit Bhattacharya  
 LAB Section: 06 M 2:30 pm - 4:00 pm Rohit Bhattacharya  
 LAB Section: 04 M 1:00 pm - 2:30 pm Mark Hopkins  
 LEC Section: 01 MWF 9:00 am - 9:50 am Rohit Bhattacharya

**CSCI 136 (F)(S) Data Structures and Advanced Programming (QFR)**

This course builds on the programming skills acquired in Computer Science 134. It couples work on program design, analysis, and verification with an introduction to the study of data structures. Data structures capture common ways in which to store and manipulate data, and they are important in the construction of sophisticated computer programs. Students are introduced to some of the most important and frequently used data structures: lists, stacks, queues, trees, hash tables, graphs, and files. Students will be expected to write several programs, ranging from very short programs to more elaborate systems. Emphasis will be placed on the development of clear, modular programs that are easy to read, debug, verify, analyze, and modify.

**Requirements/Evaluation:** programming and written assignments, quizzes, examinations

**Prerequisites:** CSCI 134 or equivalent; fulfilling the Discrete Mathematics Proficiency requirement is recommended, but not required

**Enrollment Limit:** 30;15/lab

**Enrollment Preferences:** if the course is over-enrolled, enrollment will be determined by lottery.

**Expected Class Size:** 30/lec

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Please see the Computer Science Department website for more information on selecting an introductory computer science class:

<https://csci.williams.edu/>

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets, labs, and/or projects in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** BIGP Courses

Fall 2022

LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy

LAB Section: 04 W 2:30 pm - 4:00 pm Kelly A. Shaw

LAB Section: 03 W 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy

LEC Section: 02 MWF 9:00 am - 9:50 am Daniel W. Barowy

LEC Section: 01 MWF 10:00 am - 10:50 am Kelly A. Shaw

Spring 2023

LAB Section: 05 R 1:00 pm - 2:30 pm Daniel W. Barowy

LAB Section: 04 W 2:30 pm - 4:00 pm James M. Bern

LAB Section: 03 W 1:00 pm - 2:30 pm James M. Bern

LEC Section: 02 MWF 11:00 am - 11:50 am Daniel W. Barowy

LAB Section: 06 R 2:30 pm - 4:00 pm Daniel W. Barowy

LEC Section: 01 MWF 10:00 am - 10:50 am James M. Bern

### **CSCI 237 (F)(S) Computer Organization (QFR)**

This course studies the basic instruction set architecture and organization of a modern computer. It provides a programmer's view of how computer systems execute programs, store information, and communicate. Over the semester the student learns the fundamentals of translating higher level languages into assembly language, and the interpretation of machine languages by hardware. At the same time, a model of computer hardware organization is developed from the gate level upward.

**Requirements/Evaluation:** weekly programming assignments and/or problem sets, quizzes, midterm and final exams

**Prerequisites:** CSCI 136

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:30 pm Kelly A. Shaw

LAB Section: 03 R 2:30 pm - 4:00 pm Kelly A. Shaw

Spring 2023

LAB Section: 03 R 2:30 pm - 4:00 pm Kelly A. Shaw

LEC Section: 01 MWF 12:00 pm - 12:50 pm Kelly A. Shaw

LAB Section: 02 R 1:00 pm - 2:30 pm Kelly A. Shaw

### **CSCI 256 (F)(S) Algorithm Design and Analysis (QFR)**

This course investigates methods for designing efficient and reliable algorithms. By carefully analyzing the structure of a problem within a mathematical framework, it is often possible to dramatically decrease the computational resources needed to find a solution. In addition, analysis provides a method for verifying the correctness of an algorithm and accurately estimating its running time and space requirements. We will study several algorithm design strategies that build on data structures and programming techniques introduced in Computer Science 136. These include greedy, divide-and-conquer, dynamic programming, and network flow algorithms. Additional topics of study include algorithms on graphs and strategies for handling potentially intractable problems.

**Requirements/Evaluation:** Problem sets, midterm and final examinations

**Prerequisites:** CSCI 136 and fulfillment of the Discrete Mathematics Proficiency requirement

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to students who need the class in order to complete the major. Ties will be broken by seniority (seniors first, then juniors, etc.).

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets in which students will formally prove statements about the behavior and performance of algorithms. In short, the course is about applying abstract and mathematical reasoning to the study of algorithms and computation.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Bill K. Jannen

Spring 2023

LEC Section: 02 MWF 10:00 am - 10:50 am Bill K. Jannen

LEC Section: 01 MWF 9:00 am - 9:50 am Bill K. Jannen

### **CSCI 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315 CSCI 315

**Secondary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

### **CSCI 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **CSCI 334 (F)(S) Principles of Programming Languages (QFR)**

This course examines the concepts and structures governing the design and implementation of programming languages. It presents an introduction to the concepts behind compilers and run-time representations of programming languages; features of programming languages supporting abstraction and polymorphism; and the procedural, functional, object-oriented, and concurrent programming paradigms. Programs will be required in languages illustrating each of these paradigms.

**Requirements/Evaluation:** weekly problem sets and programming assignments, a midterm examination, and a final examination

**Prerequisites:** CSCI 136

**Enrollment Limit:** 30

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets and labs in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Daniel W. Barowy

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Stephen N. Freund

### **CSCI 339 (S) Distributed Systems (QFR)**

This course studies the key design principles of distributed systems, which are collections of independent networked computers that function as single coherent systems. Covered topics include communication protocols, processes and threads, naming, synchronization, consistency and replication, fault tolerance, and security. Students also examine some specific real-world distributed systems case studies, including Google and Amazon. Class discussion is based on readings from the textbook and research papers. The goals of this course are to understand how large-scale computational systems are built, and to provide students with the tools necessary to evaluate new technologies after the course ends.

**Requirements/Evaluation:** weekly homework assignments, midterm exam, 3 major programming projects, and a final project

**Prerequisites:** CSCI 237

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Jeannie R Albrecht

### **CSCI 361 (F) Theory of Computation (QFR)**

**Cross-listings:** MATH 361 CSCI 361

**Primary Cross-listing**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of

computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 48(12/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 361 (D3) CSCI 361 (D3)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

CON Section: 02 MWF 11:00 am - 12:15 pm Aaron M. Williams

LEC Section: 01 ASYN Aaron M. Williams

CON Section: 05 TF 1:10 pm - 2:25 pm Aaron M. Williams

CON Section: 04 MR 2:35 pm - 3:50 pm Aaron M. Williams

CON Section: 03 MR 1:10 pm - 2:25 pm Aaron M. Williams

### **CSCI 371 (F)(S) Computer Graphics (QFR)**

This course covers the fundamental mathematics and techniques behind computer graphics, and will teach students how to represent and draw 2D and 3D geometry for real-time and photorealistic applications. Students will write challenging implementations from the ground up in C/C++, OpenGL, and GLSL. Topics include transformations, rasterization, ray tracing, immediate mode GUI, forward and inverse kinematics, and physically-based animation. Examples are drawn from video games, movies, and robotics.

**Requirements/Evaluation:** evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136 and CSCI 237 or permission of instructor

**Enrollment Limit:** 24;12/lab

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm James M. Bern

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

Spring 2023

LAB Section: 03 T 2:30 pm - 4:00 pm James M. Bern

LEC Section: 01 MR 2:35 pm - 3:50 pm James M. Bern

LAB Section: 02 T 1:00 pm - 2:30 pm James M. Bern

### **CSCI 373 (F)(S) Artificial Intelligence (QFR)**

Artificial Intelligence (AI) has become part of everyday life, but what is it, and how does it work? This course introduces theories and computational techniques that serve as a foundation for the study of artificial intelligence. Potential topics include the following: Problem solving by search, Logic, Planning, Constraint satisfaction problems, Reasoning under uncertainty, Probabilistic graphical models, and Automated Learning.

**Requirements/Evaluation:** Evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136 and (CSCI 256 or permission of instructor)

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Mark Hopkins

### **CSCI 374 (F) Machine Learning (QFR)**

Machine learning is a field that derives from artificial intelligence and statistics, and is concerned with the design and analysis of computer algorithms that "learn" automatically through the use of data. Computer algorithms are capable of discerning subtle patterns and structure in the data that would be practically impossible for a human to find. As a result, real-world decisions, such as treatment options and loan approvals, are being increasingly automated based on predictions or factual knowledge derived from such algorithms. This course explores topics in supervised learning (e.g., random forests and neural networks), unsupervised learning (e.g., k-means clustering and expectation maximization), and possibly reinforcement learning (e.g., Q-learning and temporal difference learning.) It will also introduce methods for the evaluation of learning algorithms (with an emphasis on analysis of generalizability and robustness of the algorithms to distribution/environmental shift), as well as topics in computational learning theory and ethics.

**Requirements/Evaluation:** Presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

**Prerequisites:** CSCI 136 and CSCI 256 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Current or expected Computer Science majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Rohit Bhattacharya

**CSCI 375 (S) Natural Language Processing (QFR)**

Natural language processing (NLP) is a set of methods for making human language accessible to computers. NLP underlies many technologies we use on a daily basis including automatic machine translation, search engines, email spam detection, and automated personalized assistants. These methods draw from a combination of algorithms, linguistics and statistics. This course will provide a foundation in building NLP models to classify, generate, and learn from text data.

**Requirements/Evaluation:** Evaluation based on assignments, projects, and exams.

**Prerequisites:** CSCI 136, and either CSCI 256 or STAT 201/202.

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors.

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will consist of programming assignments and problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Katie A. Keith

LEC Section: 02 MWF 11:00 am - 11:50 am Katie A. Keith

**ECON 110 (F)(S) Principles of Microeconomics (QFR)**

This course is an introduction to the study of the forces of supply and demand that determine prices and the allocation of resources in markets for goods and services, markets for labor, and markets for natural resources. The focus is on how and why markets work, why they may fail to work, and the policy implications of both their successes and failures. The course focuses on developing the basic tools of microeconomic analysis and then applying those tools to topics of popular or policy interest such as minimum wage legislation, pollution control, competition policy, international trade policy, discrimination, tax policy, and the role of government in a market economy.

**Requirements/Evaluation:** problem sets, quizzes, short essays, two midterms, final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** This course is required of Economics and Political Economy majors and highly recommended for those non-majors interested in Environmental Studies and Women's, Gender and Sexuality Studies.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** The department recommends students follow this course with ECON 120 or with a lower-level elective that has ECON 110 as its prerequisite; students may alternatively proceed directly to ECON 251 after taking this introductory course.

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

**Attributes:** POEC Required Courses

Fall 2022

LEC Section: 04 TR 8:30 am - 9:45 am Neal J. Rappaport

LEC Section: 05 TR 9:55 am - 11:10 am Owen Thompson

LEC Section: 06 TR 11:20 am - 12:35 pm Owen Thompson

LEC Section: 03 TF 2:35 pm - 3:50 pm Matthew Chao  
LEC Section: 02 TF 1:10 pm - 2:25 pm Matthew Chao  
LEC Section: 01 MWF 11:00 am - 12:15 pm Ralph M. Bradburd  
Spring 2023  
LEC Section: 02 TR 11:20 am - 12:35 pm Ralph M. Bradburd  
LEC Section: 01 TR 9:55 am - 11:10 am Ralph M. Bradburd

### **ECON 120 (F)(S) Principles of Macroeconomics (QFR)**

This course provides an introduction to the study of the aggregate national economy. It develops the basic theories of macroeconomics and applies them to topics of current interest. Issues to be explored include: the causes of inflation, unemployment, recessions, and depressions; the role of government fiscal and monetary policy in stabilizing the economy; the determinants of long-run economic growth; the long- and short-run effects of taxes, budget deficits, and other government policies on the national economy; the role of financial frictions in amplifying recessions; and the workings of exchange rates and international finance.

**Requirements/Evaluation:** Depending on instructor, may include: problem sets, short essays, quizzes, reading assignments, either one or two midterms, and a final exam.

**Prerequisites:** ECON 110

**Enrollment Limit:** 40

**Enrollment Preferences:** First-year students and sophomores.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

**Attributes:** POEC Required Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Will Olney  
LEC Section: 02 TR 11:20 am - 12:35 pm Will Olney

Spring 2023

LEC Section: 02 TR 11:20 am - 12:35 pm Sara LaLumia  
LEC Section: 05 MWF 10:00 am - 10:50 am Neal J. Rappaport  
LEC Section: 04 MWF 9:00 am - 9:50 am Neal J. Rappaport  
LEC Section: 03 MR 1:10 pm - 2:25 pm Steven E. Nafziger  
LEC Section: 01 TR 9:55 am - 11:10 am Sara LaLumia

### **ECON 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

#### **Primary Cross-listing**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### **ECON 232 (F) Financial Markets, Institutions and Policies (QFR)**

The focus of the course will be on how firms, financial markets, and central banks interact in the economy. Key questions addressed in the course include: How do firms allocate their resources to enhance their value? How are firms evaluated by the financial markets? How are asset prices determined, and how are these prices related to interest rates? Are financial markets efficient, and what are the implications of their efficiency or lack thereof? How does the financial system help with the management of risks faced by society? We will also study the role of the central bank (the Federal Reserve in the US), monetary policy, and government regulation and their impacts on financial decision making. Key questions include: How do central banks set monetary policy and how do those policies affect the economy and the financial decision-making process? How does monetary policy change when interest rates are (virtually) zero?

**Class Format:** There will be a mix of lecture and discussion.

**Requirements/Evaluation:** 5-7 Problem Sets, Quantitative Exercises, Group Paper, and Final Exam

**Prerequisites:** ECON 110 and ECON 120

**Enrollment Limit:** 25

**Enrollment Preferences:** Sophomore and Junior Economics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** We will use mathematical models, graphs, and data analysis to understand financial decisions at the firm and economy-wide levels.

**Attributes:** POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Neal J. Rappaport

### **ECON 240 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

#### **Primary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ECON 251 (F)(S) Price and Allocation Theory (QFR)**

A study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income. Subjects include: behavior of households in a variety of settings, such as buying goods and services, saving, and labor supply; behavior of firms in various kinds of markets; results of competitive and noncompetitive markets in goods, labor, land, and capital; market failure; government policies as sources of and responses to market failure; welfare criteria; limitations of mainstream analysis.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets and multiple exams, including a final exam. They may also include one or more quizzes, short essays, collaborative projects, or presentations.

**Prerequisites:** ECON 110 and MATH 130 or its equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves developing and analyzing mathematical models of real-world phenomena, grounded in tools like calculus and game theory. Students are assumed to be comfortable with topics from introductory calculus, including differentiation and integration.

Fall 2022

LEC Section: 03 MR 2:35 pm - 3:50 pm Stephen C. Sheppard

LEC Section: 02 MR 1:10 pm - 2:25 pm Stephen C. Sheppard

LEC Section: 01 MW 11:00 am - 12:15 pm Pamela Jakiela

Spring 2023

LEC Section: 02 MWF 11:00 am - 12:15 pm Sarah A. Jacobson

LEC Section: 01 MWF 8:30 am - 9:45 am Sarah A. Jacobson

### **ECON 252 (F)(S) Macroeconomics (QFR)**

A study of aggregate economic activity: output, employment, inflation, and interest rates. The class will develop a theoretical framework for analyzing economic growth and business cycles. The theory will be used to evaluate policies designed to promote growth and stability, and to understand economic developments in the U.S. and abroad. Instructors may use elementary calculus in assigned readings, exams and lectures.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets and/or written assignments, midterm(s), and a final exam.

**Prerequisites:** ECON 110 and 120 and MATH 130 or its equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics majors.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course involves mathematical modeling of real-world phenomena, analyzing quantitative results, and describing those results in words.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Peter L. Pedroni

LEC Section: 02 TR 11:20 am - 12:35 pm Andrew T. Hessler

Spring 2023

LEC Section: 03 TF 2:35 pm - 3:50 pm Andrew T. Hessler

LEC Section: 01 MR 1:10 pm - 2:25 pm Kenneth N. Kuttner

LEC Section: 02 TF 1:10 pm - 2:25 pm Andrew T. Hessler

### **ECON 255 (F)(S) Econometrics (QFR)**

An introduction to the theory and practice of applied quantitative economic analysis. This course familiarizes students with the strengths and weaknesses of the basic empirical methods used by economists to evaluate economic theory against economic data. Emphasizes both the statistical foundations of regression techniques and the practical application of those techniques in empirical research, with a focus on understanding when a causal interpretation is warranted. Computer exercises will provide experience in using the empirical methods, but no previous computer experience is expected. Highly recommended for students considering graduate training in economics or public policy.

**Requirements/Evaluation:** Requirements vary by professor, but typically include frequent problem sets, multiple exams, a group project, and possible additional assignments or quizzes.

**Prerequisites:** MATH 130, plus STAT 161, 201 or 202 (or equivalent, including a score of 5 on the AP Statistics Exam), plus one course in ECON; STAT 101 will also serve as a prerequisite, but only if taken prior to the fall of 2018

**Enrollment Limit:** 30

**Enrollment Preferences:** Current or prospective Economics and Political Economy majors.

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students may substitute the combination of STAT 201 and 346 for ECON 255

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course teaches research tools necessary to analyze data.

**Attributes:** PHLH Statistics Courses POEC Required Courses

Fall 2022

LEC Section: 03 TR 8:30 am - 9:45 am Owen Ozier

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

LEC Section: 02 MR 2:35 pm - 3:50 pm Matthew Gibson

Spring 2023

LEC Section: 03 MWF 8:30 am - 9:45 am David J. Zimmerman

LEC Section: 02 TR 9:55 am - 11:10 am David J. Zimmerman

**ECON 345 (S) Growth Diagnostics (QFR)**

**Cross-listings:** ECON 545 ECON 345

**Primary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 545 (D2) ECON 345 (D2)

**Quantative/Formal Reasoning Notes:** The course material will be draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

**ECON 371 (F) Time Series Econometrics and Empirical Methods for Macro (QFR)**

Econometric methods in many fields including macro and monetary economics, finance and international growth and development, as well as numerous fields beyond economics, have evolved a distinct set of techniques which are designed to meet the practical challenges posed by the typical empirical questions and available time series data of these fields. The course will begin with an introductory review of concepts of estimation and inference for large data samples in the context of the challenges of multivariate endogeneous systems, and will then focus on associated methods for analysis of short dynamics such as vector autoregressive techniques and methods for analysis of long run dynamics such as cointegration techniques. Students will be introduced to concepts and techniques analytically, but also by intuition, learning by doing, and by computer simulation and illustration. The course is particularly well suited for economics majors wishing to explore advanced empirical methods, or for statistics, mathematics or computer science majors wishing to learn more about the ways in which the subject of their majors interacts with the fields of economics. The method of evaluation will include a term paper. ECON 252 and either STATS 346 or ECON 255 are formal prerequisites, although for students with exceptionally strong math/stats backgrounds these can be waived subject to instructor permission. Credit may not be earned for both ECON 371 and ECON 356.

**Requirements/Evaluation:** term paper and regular homework assignments

**Prerequisites:** ECON 252 and either ECON 255 or STATS 346

**Enrollment Limit:** 19

**Enrollment Preferences:** students wishing to write an honors thesis, and students with strong MATH/STAT/CSCI backgrounds

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Uses quantitative/formal reasoning intensively in the form of mathematical and statistical arguments, as well as computer programming.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Peter L. Pedroni

### **ECON 378 (F) Long-Run Comparative Development (QFR)**

The world today is marred by vast disparities in the standard of living, with about a 30-fold difference in real GDP per capita between the poorest and most affluent of nations. What are the causes of such differences in prosperity across countries? Are the origins of global inequality to be found in underlying differences among societies over the past few decades, the past few centuries, or the past few millennia? If contemporary differences in living standards have such "deep" historical roots, what scope exists for policies to reduce global inequality today? Can we expect inequality to be reduced through some natural process of macroeconomic development, or is it likely to persist unless acted upon by policy? This course will present a unified theory of economic growth for thinking about these and related questions. Examples of issues to be covered include: the Neoclassical growth model and its inefficacy for answering questions about development over long time horizons; Malthusian stagnation across societies during the pre-industrial stage of economic development; the importance of the so-called demographic transition and of human capital formation in the course of industrialization; the persistent influence of colonialism, slavery, and ethnic fragmentation in shaping the quality of contemporary politico-economic institutions; and the enduring effects of geography on comparative development, through its impact on the emergence of agriculture in early human societies and its influence in shaping the composition of traits in populations across the globe.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, at least one exam, a research paper, and a class presentation

**Prerequisites:** ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior Economics majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development. Students will be required to routinely develop and solve sophisticated mathematical models of economic growth, involving the rigorous application of solution concepts from constrained optimization and from optimal control theory. Students will also be required to perform some econometric analyses in their assignments.

**Attributes:** GBST Economic Development Studies Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Quamrul H. Ashraf

### **ECON 384 (S) Corporate Finance (QFR)**

This course analyzes the major financial decisions facing firms. While the course takes the perspective of a manager making decisions about both what investments to undertake and how to finance these projects, it will emphasize the underlying economic models that are relevant for these decisions. Topics include capital budgeting, links between real and financial investments, capital structure choices, dividend policy, and firm valuation. Additional topics may include issues in corporate risk management, corporate governance and corporate restructuring, such as mergers and acquisitions.

**Class Format:** Lecture / discussion

**Requirements/Evaluation:** class participation, problem sets, short quizzes, short projects such as case write ups, a midterm exam, a final exam and a research paper (possibly written with a partner)

**Prerequisites:** ECON 251, 252, and some familiarity with statistics (e.g., ECON 255)

**Enrollment Limit:** 28

**Enrollment Preferences:** Economics majors; seniority

**Expected Class Size:** 28

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course uses quantitative models to evaluate decisions.

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm William M. Gentry

### **ECON 387 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

#### **Primary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

### **ECON 389 (S) Tax Policy in Global Perspective (QFR)**

**Cross-listings:** ECON 514 ECON 389

#### **Secondary Cross-listing**

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and

evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Requirements/Evaluation:** midterm exam, several problem sets, two 10-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 514 (D2) ECON 389 (D2)

**Quantative/Formal Reasoning Notes:** The course builds on other QFR Reasoning econ classes.

**Attributes:** POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

### **ECON 471 (S) Topics in Advanced Econometrics (QFR)**

The course uses both a practical and conceptual/theory based approach, with emphasis on methods of structural identification of dynamics in VARs and long run cointegration and nonlinear function estimation and analysis, both in conventional time series and especially panel time series which contain spatial dimensions. The course will also investigate methods of computer simulation related to these techniques. The course is well suited for students considering empirically oriented honors theses in fields that employ these techniques, such as macro, finance, growth, trade and development, as well as fields outside of economics that use time series data. It is also well suited for students majoring in economics, statistics, computer sciences or mathematics who wish to expand their econometrics training and understanding to a more advanced level.

**Requirements/Evaluation:** periodic homework assignments, term paper

**Prerequisites:** ECON 371

**Enrollment Limit:** 19

**Enrollment Preferences:** students with strong quantitative backgrounds, and to students intending to write an honors thesis

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** Course will make use of mathematics, statistics and computer analysis for the conceptualization and implementation of the econometric topics that are taught.

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Peter L. Pedroni

### **ECON 477 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

### Primary Cross-listing

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

### **ECON 514 (S) Tax Policy in Global Perspective (QFR)**

**Cross-listings:** ECON 514 ECON 389

### Primary Cross-listing

Government policy is important for economic development. To finance their policies, governments must build the fiscal capacity to implement a tax system. In turn, fiscal capacity--the ability for the government to raise revenue--depends on economic development. This endogeneity between fiscal capacity and economic development creates challenges for tax policy in developing countries. Given these challenges, what types of taxes should countries use to raise revenues? How can governments build the fiscal capacity to generate revenue to finance critical services? This class explores tax policy from a global and comparative perspective. Because most students will be CDE fellows, we will emphasize tax policy issues, examples, and evidence that are pertinent to developing countries. However, many tax policy lessons are universal so we will also learn about tax policies in developed countries, especially issues relevant for transnational transactions. Topics addressed include: how economic principles can be applied to the efficiency and equity consequences of tax policies; how personal income taxes, corporate income taxes, and value-added taxes are designed and administered and how they influence the economy; ideas for fundamental tax reforms; the debate over progressive taxes versus "flat" taxes; how taxes affect incentives to save and invest; how market failures and administrative problems may influence the optimality of tax policy; the implications of global capital flows and corporate tax avoidance for tax policy; tax holidays and other special tax incentives for investment; empirical evidence on the influence of taxes on foreign direct investment, labor supply, and tax evasion; tax policy towards natural resources such as minerals and oil; case studies of efforts to reform tax administration and reduce tax evasion and corruption; taxes on land and property; taxes on imports and exports; presumptive taxation; and the informal economy and its implications for tax policy.

**Requirements/Evaluation:** midterm exam, several problem sets, two 10-page essays

**Prerequisites:** one public economics course or microeconomics course (ECON 504 or ECON 110), and one empirical methods course (POEC 253 or ECON 255, 502, or 503); students who have previously taken ECON 351 will not be enrolled

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE students, but undergraduates with the prerequisites are welcome

**Expected Class Size:** 15-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 514 (D2) ECON 389 (D2)

**Quantative/Formal Reasoning Notes:** The course builds on other QFR Reasoning econ classes.

**Attributes:** POEC Comparative POEC/Public Policy Courses POEC International Political Economy Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Jon M. Bakija

### **ECON 522 (S) Economics of Climate Change (QFR)**

**Cross-listings:** ECON 522 ENVI 387 ECON 387

#### **Secondary Cross-listing**

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

### **ECON 545 (S) Growth Diagnostics (QFR)**

**Cross-listings:** ECON 545 ECON 345

#### **Secondary Cross-listing**

Evidence from across the developing world suggests that the "binding constraints" to economic growth can be remarkably heterogeneous--i.e., the growth potential of stagnating or underperforming economies may be unlocked in a large variety of ways. For instance, pre-reform China had been constrained by poor supply incentives in agriculture, whereas Brazil has been held back by an inadequate supply of credit, South Africa by poor employment incentives in manufacturing, El Salvador by insufficient production incentives in tradables, Zimbabwe by bad governance, and so forth. How can developing-country policymakers determine country-specific constraints like these, thus enabling them to pragmatically pursue a selected set of growth-promoting policies rather than attempting to implement a "laundry list" of reforms that are naively based on "best practice" rules-of-thumb? This course will serve as a primer on "growth diagnostics," an empirically-driven analytical framework for identifying the most binding constraints to economic growth in a given country at a point in time, thereby allowing policymakers to develop well-targeted reforms for relaxing these constraints while being cognizant of the nation's prevailing economic, political, and social context. The course will first build on the basic theories and empirics of

economic growth to elucidate the diagnostic framework and will then employ a wide range of country-specific case studies to demonstrate how the framework can be operationalized for policy making. Throughout the semester, students will be required to work in groups, each representing a given developing or emerging-market economy, in order to build a growth diagnostic for their group's assigned country by the end of the course.

**Requirements/Evaluation:** extensive class participation, two short (5-page) papers, two 15-page team papers comprising a country growth diagnostic, and a team presentation on the diagnostic

**Prerequisites:** for undergraduates ECON 251, ECON 252, and either ECON 255 or STAT 346

**Enrollment Limit:** 19

**Enrollment Preferences:** CDE fellows and senior Economics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 545 (D2) ECON 345 (D2)

**Quantative/Formal Reasoning Notes:** The course material will draw heavily on mathematical and statistical models of economic growth and macroeconomic development, and students will be required to routinely develop mathematical models and/or conduct econometric analysis in their assignments.

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Quamrul H. Ashraf

**ENVI 203 (F) Ecology** (QFR)

**Cross-listings:** BIOL 203 ENVI 203

**Secondary Cross-listing**

This course combines lectures & discussion with field and indoor laboratory activities to explore factors that determine the distribution and abundance of plants and animals in natural systems. The course begins with an overview of global environmental patterns and then builds from the population to ecosystem level. Throughout the course, we will emphasize the connection between basic ecological principles and current environmental issues. Selected topics include population dynamics (competition, predation, mutualism); community interactions (succession, food chains and diversity) and ecosystem function (biogeochemical cycles, energy flow). Laboratory activities are designed to engage students in the natural history of the region and build skills in data analysis and scientific writing.

**Class Format:** Six hours per week. Students will view pre-class lecture videos; class meetings will focus on discussion, synthesis, and application of course content.

**Requirements/Evaluation:** pre-class quizzes, lab reports, two mid-term exams, and a final exam

**Prerequisites:** BIOL 102, or ENVI 102, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** students planning to pursue Biology and/or ENVI

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** satisfies the distribution requirement for the Biology major

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 203 (D3) ENVI 203 (D3)

**Quantative/Formal Reasoning Notes:** Much of the material in this course centers on the interpretation and application of mathematical models used to describe ecological systems. The laboratory section of this course also contains a large data analysis component (based in R). Students are introduced to t-tests, chi-square analysis, and regression.

**Attributes:** ENVI Natural World Electives EVST Environmental Science

Fall 2022

LAB Section: 04 R 1:00 pm - 4:00 pm Allison L. Gill

LEC Section: 01 MWF 9:00 am - 9:50 am Allison L. Gill

LAB Section: 02 T 1:00 pm - 4:00 pm Allison L. Gill

LAB Section: 03 W 1:00 pm - 4:00 pm Allison L. Gill

### **ENVI 213 (F) Introduction to Environmental and Natural Resource Economics (QFR)**

**Cross-listings:** ECON 213 ENVI 213

#### **Secondary Cross-listing**

We'll use economics to learn why we harm the environment and overuse natural resources, and what we can do about it. We'll talk about whether and how we can put a dollar value on nature and ecosystem services. We'll study cost benefit analysis, pollution in general, climate change, environmental justice, natural resources (like fisheries, forests, and fossil fuels), and energy. We will take an economic approach to global sustainability, and study the relationship between the environment and economic growth and trade. Consideration of justice and equity will be woven through the whole semester.

**Requirements/Evaluation:** problem sets, short essays, final paper; intermediate assignments may include poster, presentation, brief writing assignment

**Prerequisites:** ECON 110 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year and sophomore students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course will count toward both the Environmental Studies major and concentration

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 213 (D2) ENVI 213 (D2)

**Quantative/Formal Reasoning Notes:** We will use formal theory expressed in math and graphs, perform calculations, and consume statistical data.

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah A. Jacobson

### **ENVI 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

#### **Secondary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises,

problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

**ENVI 376 (F) Economics of Environmental Behavior (QFR)**

**Cross-listings:** ECON 477 ENVI 376

**Secondary Cross-listing**

A community maintains a fishery; a firm decides whether to get a green certification; you choose to fly home or stay here for spring break: behaviors of people and firms determine our impact on the environment. We'll use economics to model environmental behavior and to consider how policies can help or hurt the environment. Topics we'll study include: voluntary conservation, social norms and nudges, firm responses to mandatory and voluntary rules, and boycotts and divestment.

**Class Format:** Class sessions will largely consist of presentations and discussions of academic research papers, as well as lab sessions to work on empirical exercises; we may break the class into groups for some discussions

**Requirements/Evaluation:** regular reading responses, empirical exercises, class participation, 2 oral presentations, and a final original research paper using an experiment, existing data, or theory

**Prerequisites:** ECON 251 and (ECON 255 or STAT 346)

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 477 (D2) ENVI 376 (D2)

**Quantative/Formal Reasoning Notes:** The research students will consume and produce in the class will be based on math-based theory and/or econometric-based empirical analysis.

**Attributes:** ENVI Humanities, Arts + Social Science Electives MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Sarah A. Jacobson

## ENVI 387 (S) Economics of Climate Change (QFR)

**Cross-listings:** ECON 522 ENVI 387 ECON 387

### Secondary Cross-listing

This course introduces the economic view of climate change, including both theory and empirical evidence. Given the substantial changes implied by the current stock of greenhouse gases (GHGs) in the atmosphere, we will begin by looking at impacts on agriculture, health, income, and migration. We will consider the distribution of climate damages across poor and wealthy people, both within and across countries. Next we will study adaptation, including capital investments and behavioral changes. We will examine the sources of climate change, especially electricity generation and transportation, and think about optimal policies. Throughout the course we will discuss the limits of the economic approach, pointing out normative questions on which economic theory provides little guidance.

**Requirements/Evaluation:** problem sets, midterm, group presentation, final exam

**Prerequisites:** ECON 251, familiarity with statistics

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior/Senior Economics majors and CDE fellows

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 522 (D2) ENVI 387 (D2) ECON 387 (D2)

**Quantative/Formal Reasoning Notes:** The course involves simple calculus-based theory and applied statistics.

**Attributes:** ENVI Environmental Policy MAST Interdepartmental Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

LEC Section: 01 MR 1:10 pm - 2:25 pm Matthew Gibson

## ENVI 404 (F) Coastal Processes and Geomorphology (QFR)

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

### Secondary Cross-listing

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **GEOS 215 (S) Climate Changes (QFR)**

**Cross-listings:** ENVI 215 GEOS 215

#### **Primary Cross-listing**

Paleoclimatology is the reconstruction of past climate variability and the forces that drove the climate changes. The Earth's climate system is experiencing unprecedented and catastrophic change because of anthropogenic emission of greenhouse gases and land use change. Paleoclimatology allows humans to put modern climate changes into the context of the history of this planet, and shows how and why it is unprecedented and catastrophic. Each climate event we study from Earth's past teaches us lessons on why the climate system responds to anthropogenic perturbations, what climate changes we're committed to in the future, how long-lasting they will be, and what climate consequences we can avoid if we take action and reduce greenhouse gas emissions sooner. In this course, we will discuss the major mechanisms that cause natural climate variability, how climate of the past is reconstructed, and how climate models are used to test mechanisms that drive climate variation. With these tools, you will analyze and interpret data and model simulations from climate events from Earth's history, and apply these findings to anthropogenic climate changes happening now and that are projected to happen in the future. Laboratories and homework will emphasize developing problem solving skills as well as sampling and interpreting geological archives of climate change. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** This class has three scheduled lectures per week, and one lab meeting per week which will consist of field excursions, lab exercises, problem solving and discussion

**Requirements/Evaluation:** lab exercises and homework (25%), three quizzes (50%), and a final project (25%)

**Prerequisites:** 100-level course in GEOS, CHEM, or PHYS or ENVI 102 or permission of instructor

**Enrollment Limit:** 24

**Enrollment Preferences:** Geosciences majors and Environmental Studies majors and concentrators and Maritime Studies concentrators

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 215 (D3) GEOS 215 (D3)

**Quantative/Formal Reasoning Notes:** Labs and homework include quantitative problem solving, visualization and analysis of quantitative data, and scientific computing with Matlab. No previous programming experience is assumed.

**Attributes:** ENVI Natural World Electives EVST Environmental Science EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Spring 2023

LAB Section: 02 W 1:00 pm - 4:00 pm Mea S. Cook

LAB Section: 03 T 1:00 pm - 4:00 pm Mea S. Cook

LEC Section: 01 MWF 9:00 am - 9:50 am Mea S. Cook

### **GEOS 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Primary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **GEOS 414 (S) Reading Deep Time (QFR)**

Ancient sedimentary rocks and the fossils they contain are time machines - direct windows into the deep history of life on Earth and the environments that life inhabited. In this course you will learn to "read" these deep time records by collecting, interpreting, and analyzing paleontological, stratigraphic, and sedimentological data. The course will be organized around a week-long spring break trip to explore the rocks of the House Range of Utah. The Cambrian and Ordovician strata of the House Range offers an outstanding record of one of the most important periods in Earth history, tracking the rise of animal ecosystems and major increases in fossil diversity. The first 6 weeks of class will be spent learning the fundamentals of quantitative methods in paleontology and stratigraphy (often referred to as historical geology). Labs will focus on skill building including learning basic coding in R

(no experience needed or expected), and learning how to interpret paleontological, sedimentological, and stratigraphic data. We will also read widely on the field locality and on the Cambrian and Ordovician Periods. During the field trip, we will explore the House Range. Students will learn skills including interpreting geological maps, measuring stratigraphic sections, finding and identifying fossils, and correlating rock units across basins. We will collect samples and data on the field trip and bring them back to Williams. The second 6 weeks of the course will be spent processing and analyzing the samples and data collected during the field trip, culminating in final projects to be done in small groups. Students will help determine what data we will collect in the field and what projects emerge. Examples might be interpreting carbon isotopic analyses to reconstruct ancient oceanographic conditions, biostratigraphic correlation using fossils to reconstruct basin dynamics, determining paleoenvironment based on analyses of thin sections, or digging into trilobite fossil preservation and evolutionary trends. Students will draw on previous experiences and course content in the Geosciences and bring small group research projects to completion by the end of the semester, which will be presented in poster form. This course fulfills the Geosciences Group B Elective: Sediments and Life.

**Class Format:** weekly lectures, paper discussions, and hands-on labs. Required week-long spring break field course.

**Requirements/Evaluation:** Short papers and lab assignments, spring break field course participation (REQUIRED), and a final group project presented in poster form.

**Prerequisites:** GEOS majors who have taken at least one of the following courses: GEOS 212, GEOS 203, GEOS 201, GEOS 301, GEOS 302, GEOS 312T, or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Senior, and then Junior, Geosciences majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course will rely on the programming language R. Students will learn how to code in R, and will use R to analyze large data sets of geological data. The majority of labs, as well as the final project, will rely on R, statistical analyses, and wrangling data.

**Attributes:** GEOS Group B Electives - Sediments + Life

Spring 2023

LAB Section: 02 M 1:00 pm - 4:00 pm Phoebe A. Cohen

SEM Section: 01 MW 11:00 am - 12:15 pm Phoebe A. Cohen

#### **MAST 404 (F) Coastal Processes and Geomorphology (QFR)**

**Cross-listings:** MAST 404 ENVI 404 GEOS 404

#### **Secondary Cross-listing**

Can people live safely along the coast? Recent events like SuperStorm Sandy and the Tohoku Tsunami have shown us how the ocean can rise up suddenly and wreak havoc on our lives and coastal infrastructure. Only educated geoscientists can evaluate the risks and define informed strategies to prevent future coastal catastrophes. Currently almost half the global population lives within 100 km of the coast, with a large percent of those living in densely populated cities (e.g., New York, New Orleans, Los Angeles, Shanghai, Hong Kong, Cape Town, Sydney, Mumbai). Despite the growing risks and challenges associated with climate change and rising sea levels, the coastal population continues to grow rapidly. To help ensure these growing populations can live safely along the coast requires a detailed understanding of the processes that shape the coastal zone. These processes act across a variety of scales, from deep-time geologic processes that dictate coastal shape and structure, to decadal-scale processes that determine shoreline position and evolution, to weekly and daily processes such as storms and tides. This course will provide an in-depth look at the forces--wind, waves, storms, and people--that shape the coastal zone, as well as the geologic formations--sandy beaches, rocky cliffs, barrier islands, deltas, and coral reefs--that are acted upon and resist these forces. Coastal dynamics are strongly affected by human interventions, such as seawalls, dredged channels, and sand dune removal, as well as by sea level rise and changes in storm frequency and magnitude associated with climate change. Finally, the course will provide students with a perspective on how the U.S. seeks to manage its coastal zone, focusing on sea level rise and coastal development. This class will include a quantitative lab that will use MATLAB software to model and evaluate various coastal processes. Students will gain a basic understanding of MATLAB functionality, and will be asked to independently apply what they have learned to various data sets provided by the instructor.

**Class Format:** lecture two times a week with a lab one time per week

**Requirements/Evaluation:** lab reports, quizzes, and an independent research project

**Prerequisites:** Either GEOS 104 or GEOS 210; or permission of instructor. No prior knowledge is necessary, but this course does build on principles used to explore complex scientific challenges.

**Enrollment Limit:** 12

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major. This course counts toward the GEOS Group B Electives - Sediments + Life.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 404 (D3) ENVI 404 (D3) GEOS 404 (D3)

**Quantative/Formal Reasoning Notes:** This course will involve the use of MATLAB software to quantitatively analyze coastal process and geomorphological data.

**Attributes:** ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Alex A. Apotsos

### **MATH 130 (F)(S) Calculus I (QFR)**

Calculus permits the computation of velocities and other instantaneous rates of change by a limiting process called differentiation. The same process also solves "max-min" problems: how to maximize profit or minimize pollution. A second limiting process, called integration, permits the computation of areas and accumulations of income or medicines. The Fundamental Theorem of Calculus provides a useful and surprising link between the two processes. Subtopics include trigonometry, exponential growth, and logarithms.

**Requirements/Evaluation:** Weekly homework and quizzes, 2 exams during the semester, and one final

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test); this is an introductory course for students who have not seen calculus before

**Enrollment Limit:** 50

**Enrollment Preferences:** first-year students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have previously taken a calculus course may not enroll in MATH 130 without the permission of instructor

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This a calculus course.

Fall 2022

LEC Section: 02 MWF 12:00 pm - 12:50 pm Lori A. Pedersen

LEC Section: 01 MWF 11:00 am - 11:50 am Lori A. Pedersen

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Lori A. Pedersen

### **MATH 140 (F)(S) Calculus II (QFR)**

Calculus answers two basic questions: how fast is something changing (the derivative) and how much is there (the integral). This course is about integration, and the miracle that unites the derivative and the integral (the Fundamental Theorem of Calculus.) Understanding calculus requires in part the understanding of methods of integration. This course will also solve equations involving derivatives ("differential equations") for population growth or pollution levels. Exponential and logarithmic functions and trigonometric and inverse functions will also play an important role. This course is the

right starting point for students who have seen derivatives, but not necessarily integrals, before.

**Requirements/Evaluation:** homework, quizzes, and/or exams

**Prerequisites:** MATH 130 or equivalent; students who have received the equivalent of advanced placement of AB 4, BC 3 or higher may not enroll in MATH 140 without the permission of instructor

**Enrollment Limit:** 50

**Enrollment Preferences:** based on who needs calculus the soonest

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students who have higher advanced placement must enroll in MATH 150 or above

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a math class

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Bhagya Athukorallage

LEC Section: 02 MWF 10:00 am - 10:50 am Bhagya Athukorallage

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Lori A. Pedersen

### **MATH 150 (F)(S) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives, multiple integrals. There is also a unit on infinite series, sometimes with applications to differential equations.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 140 or equivalent, such as satisfactory performance on an Advanced Placement Examination

**Enrollment Limit:** 50

**Enrollment Preferences:** Preference will be given to prospective math and stats majors, or students who need this as a course to serve as a prerequisite for other courses.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with the equivalent of advanced placement of AB 4 or above should enroll in MATH 150, students with a BC 3 or higher should enroll in Math 151 when it is being offered, and Math 150 otherwise.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** mathematics

Fall 2022

LEC Section: 02 MWF 11:00 am - 11:50 am Colin C. Adams

LEC Section: 03 MWF 12:00 pm - 12:50 pm Colin C. Adams

LEC Section: 01 MWF 10:00 am - 10:50 am Colin C. Adams

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Steven J. Miller

### **MATH 151 (F) Multivariable Calculus (QFR)**

Applications of calculus in mathematics, science, economics, psychology, the social sciences, involve several variables. This course extends calculus to several variables: vectors, partial derivatives and multiple integrals. The goal of the course is Stokes Theorem, a deep and profound generalization of the Fundamental Theorem of Calculus. The difference between this course and MATH 150 is that MATH 150 covers infinite series instead of Stokes

Theorem. Students with the equivalent of BC 3 or higher should enroll in MATH 151, as well as students who have taken the equivalent of an integral calculus and who have already been exposed to infinite series. For further clarification as to whether MATH 150 or MATH 151 is appropriate, please consult a member of the math/stat department.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** AP BC 3 or higher or integral calculus with infinite series

**Enrollment Limit:** 50

**Enrollment Preferences:** First-years, sophomores, and juniors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** MATH 151 satisfies any MATH 150 prerequisite; credit will not be given for both MATH 150 and MATH 151

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course builds quantitative skills

Fall 2022

LEC Section: 01 MWF 8:00 am - 8:50 am Susan R. Loepf

LEC Section: 02 MWF 9:00 am - 9:50 am Susan R. Loepf

LEC Section: 03 MWF 10:00 am - 10:50 am Susan R. Loepf

### **MATH 200 (F)(S) Discrete Mathematics (QFR)**

In contrast to calculus, which is the study of continuous processes, this course examines the structure and properties of finite sets. Topics to be covered include mathematical logic, elementary number theory, mathematical induction, set theory, functions, relations, elementary combinatorics and probability, and graphs. Emphasis will be given on the methods and styles of mathematical proofs, in order to prepare the students for more advanced math courses.

**Requirements/Evaluation:** Fall: Homework, proof portfolio, group work, presentations, quizzes/exams, reflections. Spring: The grade will be based on homework and 4 exams.

**Prerequisites:** Calculus at the level of an AP course or Williams College Math 130 or 140. Students who have taken a 300-level or 400-level math course should obtain permission of the instructor before enrolling.

**Enrollment Limit:** 40

**Enrollment Preferences:** Preference given to first and second year students intending to major in mathematics or computer science.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of logic and set theory. It also involves using quantitative tools to solve problems relating to combinatorics, probability, and other fields of discrete mathematics.

Fall 2022

LEC Section: 02 TR 9:55 am - 11:10 am Daniel Condon

LEC Section: 01 TR 8:30 am - 9:45 am Daniel Condon

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Daniel Condon

LEC Section: 02 TR 9:55 am - 11:10 am Daniel Condon

### **MATH 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

[Secondary Cross-listing](#)

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week

**Requirements/Evaluation:** several exams and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

### **MATH 250 (F)(S) Linear Algebra (QFR)**

Many social, political, economic, biological, and physical phenomena can be described, at least approximately, by linear relations. In the study of systems of linear equations one may ask: When does a solution exist? When is it unique? How does one find it? How can one interpret it geometrically? This course develops the theoretical structure underlying answers to these and other questions and includes the study of matrices, vector spaces, linear independence and bases, linear transformations, determinants and inner products. Course work is balanced between theoretical and computational, with attention to improving mathematical style and sophistication.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** MATH 150/151 or MATH 200

**Enrollment Limit:** 60

**Enrollment Preferences:** Students who have officially declared a major that requires Math 250.

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** In this course, students will engage in both quantitative and formal reasoning.

**Attributes:** COGS Related Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Thomas A. Garrity

LEC Section: 02 TR 9:55 am - 11:10 am Thomas A. Garrity

Spring 2023

LEC Section: 02 MWF 11:00 am - 11:50 am Jenna Zomback

LEC Section: 01 MWF 10:00 am - 10:50 am Jenna Zomback

### **MATH 307 (F)(S) Computational Linear Algebra (QFR)**

Linear algebra is of central importance in the quantitative sciences, including application areas such as image and signal processing, data mining, computational finance, structural biology, and much more. When the problems must be solved computationally, approximation, round-off errors,

convergence, and efficiency matter, and traditional linear algebra techniques may fail to succeed. We will adopt linear algebra techniques on a large scale, implement them computationally, and apply them to core problems in scientific computing. Topics may include: systems of linear and nonlinear equations; approximation and statistical function estimation; optimization; interpolation; data scraping; singular value decomposition; and more. This course could also be considered a course in numerical analysis or computational science.

**Class Format:** This course is taught in a flipped classroom format. Students read and watch lecture videos prior to each class session. The instructor uses class time for discussion and collaborative learning activities. This course will be a good fit for students with a strong interest in applied mathematics and a willingness to devote significant effort to learning/doing computer programming.

**Requirements/Evaluation:** Students will complete checkpoint quizzes, regularly assigned homework problems and projects, and reflective writing assignments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows the policy of "ungrading." Over the course of the semester, students will develop a rubric to assess their own learning and will evaluate themselves according to this rubric.

**Prerequisites:** MATH 250; COMP 134 or equivalent prior experience with computer programming (in any language)

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference given to majors and prospective majors.

**Expected Class Size:** 24

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves developing the formal mathematical language of linear algebra. It also involves using quantitative tools to solve problems relating to a wide range of applications in the physical and social sciences.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Chad M. Topaz

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Chad M. Topaz

### **MATH 308 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

#### **Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze

real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**MATH 309 (F)(S) Differential Equations (QFR)**

Ordinary differential equations (ODEs) frequently arise as models of phenomena in the natural and social sciences. This course presents core ideas of ODEs from an applied standpoint. Topics covered early in the course may include numerical solutions, separation of variables, integrating factors, and constant coefficient linear equations. Later, we will focus on nonlinear ODEs, for which it is usually impossible to find analytical solutions. Tools from dynamical systems will be introduced to allow us to obtain information about the behavior of the ODEs without explicitly knowing the solution.

**Requirements/Evaluation:** quizzes/exams, problem sets, participation

**Prerequisites:** MATH 150/151 and MATH 250

**Enrollment Limit:** 40

**Enrollment Preferences:** discretion of the instructor

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300-level mathematics course

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Julie C. Blackwood

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Julie C. Blackwood

**MATH 311 (F) Advanced topics in applied mathematics (QFR)**

Applied mathematics is an expansive field that uses mathematical methods to explore problems that arise in biology, physics, engineering, and many other disciplines. In this course, we will explore a diversity of methods that may include stochastic processes, optimization, signal processing, and numerical analysis. We will also explore how these methods can be utilized to understand questions in other disciplines.

**Requirements/Evaluation:** This course will have some combination of problem sets, presentations, exams, and a final project

**Prerequisites:** Differential equations (Math 309) or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** If over-enrolled, the instructor will request a statement of interest

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Fall 2022

TUT Section: T1 TBA Julie C. Blackwood

**MATH 313 (S) Introduction to Number Theory (QFR)**

The study of numbers dates back thousands of years, and is fundamental in mathematics. In this course, we will investigate both classical and modern questions about numbers. In particular, we will explore the integers, and examine issues involving primes, divisibility, and congruences. We will also

look at the ideas of numbers and primes in more general settings, and consider fascinating questions that are simple to understand, but can be quite difficult to answer.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have not taken Math 355 and seniors who need the course to complete the major and have no other options.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Susan R. Loepp

### **MATH 317 (F) Introduction to Operations Research (QFR)**

In the first N math classes of your career, you can be misled as to what the world is truly like. How? You're given exact problems and told to find exact solutions. The real world is sadly far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! We are forced to develop techniques to approximate not just solutions, but even the statement of the problem. Additionally, we often need the solutions quickly. Operations Research, which was born as a discipline during the tumultuous events of World War II, deals with efficiently finding optimal solutions. In this course we build analytic and programming techniques to efficiently tackle many problems. We will review many algorithms from earlier in your mathematical or CS career, with special attention now given to analyzing their run-time and seeing how they can be improved. The culmination of the course is a development of linear programming and an exploration of what it can do and what are its limitations. For those wishing to take this as a Stats course, the final project must have a substantial stats component approved by the instructor.

**Prerequisites:** Linear Algebra (MATH 250) and one other 200-level or higher CSCI, MATH or STATS course, or permission of the instructor.

**Requirements/Evaluation:** homework, exams, projects

**Prerequisites:** MATH 150, MATH 250 and one other 200-level or higher CSCI, MATH or STATS course, or permission from the instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Computer Science, Mathematics and Statistics majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** [http://web.williams.edu/Mathematics/sjmillier/public\\_html/317/](http://web.williams.edu/Mathematics/sjmillier/public_html/317/)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300 level mathematics course.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Steven J. Miller

### **MATH 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication

events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

### **MATH 329 (S) Discrete Geometry (QFR)**

Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

**Requirements/Evaluation:** Evaluation will be based primarily on participation, problem sets, oral presentations, a written midterm exam, an oral final exam, and a final project

**Prerequisites:** MATH 200 or Math 250, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** First-years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** All of the content in this course is quantitative or formal reasoning.

Spring 2023

TUT Section: T1 TBA Ralph E. Morrison

### **MATH 334 (F) Graph Theory (QFR)**

A graph is a collection of vertices, joined together by edges. In this course, we will study the sorts of structures that can be encoded in graphs, along

with the properties of those graphs. We'll learn about such classes of graphs as multi-partite, planar, and perfect graphs, and will see applications to such optimization problems as minimum colorings of graphs, maximum matchings in graphs, and network flows.

**Requirements/Evaluation:** problem sets, exams, and a short final project

**Prerequisites:** MATH 200 or MATH 250

**Enrollment Limit:** 30

**Enrollment Preferences:** Math majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves the writing of mathematical proofs.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Ralph E. Morrison

### **MATH 338 (S) Intermediate Logic (QFR)**

**Cross-listings:** MATH 338 PHIL 338

**Secondary Cross-listing**

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D2) PHIL 338 (D2)

**Quantative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 Cancelled

### **MATH 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

**Primary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

### **MATH 342 (F) Logic** (QFR)

This course will introduce the main ideas and basic results of mathematical logic, and explain their applications to other areas of mathematics and computer science. We will begin with a study of first-order logic, covering structures and definability, theories, models and categoricity, as well as formal proofs. We will prove Gödel's completeness and compactness theorems and the Lowenheim-Skolem theorems. The course will briefly dive into computability theory, enough to prove Gödel's Incompleteness theorems and basic undecidability results.

**Requirements/Evaluation:** Evaluation based on homework, exams, and class participation.

**Prerequisites:** Math 250 - Linear Algebra

**Enrollment Limit:** 20

**Enrollment Preferences:** Junior and Senior Math Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course in logic and applications.

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Jenna Zomback

### **MATH 344 (S) The Mathematics of Sports** (QFR)

The purpose of this class is to use sports as a springboard to study applications of mathematics, especially in gathering data to build and test models and develop predictive statistics. Examples will be drawn from baseball, basketball, cross country, football, hockey, soccer, track, as well as class choices. Pre-requisites are linear algebra (Math 250) and either a 200 level statistics class or a 100 level programming class, or permission of the instructor.

**Requirements/Evaluation:** Homework, exams, projects

**Prerequisites:** Math 250: Linear Algebra

**Enrollment Limit:** 40

**Enrollment Preferences:** None. If the course is over-enrolled preference will be given to math and stats majors, and then if needed by performance on a small assignment.

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 300 level mathematics course.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

**MATH 345 (S) Introduction to Numerical Analysis (QFR)**

Numerical analysis is the study of algorithms that use numerical approximation to solve problems which arise in scientific applications. This course provides an introduction to the theory, development, and analysis of algorithms for obtaining numerical solutions. Topics discussed in the course include: Error Analysis and Convergence Rates of Algorithms; Root Finding for Nonlinear Equations; Approximating Functions using Lagrange Interpolation and Cubic Spline Approximation; Numerical Differentiation and Integration; Numerical Solution of Ordinary Differential Equations; Iterative Methods for Solving Linear Systems

**Requirements/Evaluation:** Evaluation will be based on homework, projects, and exams.

**Prerequisites:** Math 250

**Enrollment Limit:** 30

**Enrollment Preferences:** Mathematics and Statistics majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced mathematics class that will cover the fundamental ideas of Numerical Analysis. The students will study in depths various algorithms that provide numerical solutions to various questions in science.

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Bhagya Athukorallage

**MATH 350 (F)(S) Real Analysis (QFR)**

Why is the product of two negative numbers positive? Why do we depict the real numbers as a line? Why is this line continuous, and what do we mean when we say that? Perhaps most fundamentally, what is a real number? Real analysis addresses such questions, delving into the structure of real numbers and functions of them. Along the way we'll discuss sequences and limits, series, completeness, compactness, derivatives and integrals, and metric spaces. Results covered will include the Cantor-Schroeder-Bernstein theorem, the monotone convergence theorem, the Bolzano-Weierstrass theorem, the Cauchy criterion, Dirichlet's and Riemann's rearrangement theorem, the Heine-Borel theorem, the intermediate value theorem, and many others. This course is excellent preparation for graduate studies in mathematics, statistics, and economics.

**Requirements/Evaluation:** Problem sets, exams, and an expository essay.

**Prerequisites:** MATH 250 or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Leo Goldmakher

Spring 2023

LEC Section: 01 Cancelled

**MATH 351 (S) Applied Real Analysis (QFR)**

Real analysis or the theory of calculus (derivatives, integrals, continuity, convergence) starts with a deeper understanding of real numbers and limits. Applications in the calculus of variations or "infinite-dimensional calculus" include geodesics, harmonic functions, minimal surfaces, Hamilton's action and Lagrange's equations, optimal economic strategies, nonEuclidean geometry, and general relativity.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Math

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Mihai Stoiciu

LEC Section: 02 TR 11:20 am - 12:35 pm Mihai Stoiciu

**MATH 355 (F)(S) Abstract Algebra (QFR)**

Algebra gives us tools to solve equations. The integers, the rationals, and the real numbers have special properties which make algebra work according to the circumstances. In this course, we generalize algebraic processes and the sets upon which they operate in order to better understand, theoretically, when equations can and cannot be solved. We define and study abstract algebraic structures such as groups, rings, and fields, as well as the concepts of factor group, quotient ring, homomorphism, isomorphism, and various types of field extensions. This course introduces students to abstract rigorous mathematics.

**Requirements/Evaluation:** Problem sets and exams

**Prerequisites:** MATH 250 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Students who have officially declared a major that requires Math 355.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** 300-level math course

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Ralph E. Morrison

Spring 2023

LEC Section: 02 MWF 12:00 pm - 12:50 pm Thomas A. Garrity

LEC Section: 01 MWF 11:00 am - 11:50 am Thomas A. Garrity

**MATH 361 (F) Theory of Computation (QFR)**

**Cross-listings:** MATH 361 CSCI 361

**Secondary Cross-listing**

This course introduces a formal framework for investigating both the computability and complexity of problems. We study several models of computation including finite automata, regular languages, context-free grammars, and Turing machines. These models provide a mathematical basis for the study of computability theory--the examination of what problems can be solved and what problems cannot be solved--and the study of complexity theory--the examination of how efficiently problems can be solved. Topics include the halting problem and the P versus NP problem.

**Class Format:** Lecture content will be delivered through asynchronously viewed video modules. Conference sections meeting twice per week will be used for synchronous discussions. Students should sign up for lecture and one conference section.

**Requirements/Evaluation:** online multiple choice and short answer questions, weekly problem sets in groups, a research project, and a final examination

**Prerequisites:** CSCI 256 or both a 300-level MATH course and permission of instructor

**Enrollment Limit:** 48(12/con)

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 48

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 361 (D3) CSCI 361 (D3)

**Quantative/Formal Reasoning Notes:** This course include regular and substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

**Attributes:** COGS Interdepartmental Electives

Fall 2022

CON Section: 03 MR 1:10 pm - 2:25 pm Aaron M. Williams

CON Section: 02 MWF 11:00 am - 12:15 pm Aaron M. Williams

LEC Section: 01 ASYN Aaron M. Williams

CON Section: 04 MR 2:35 pm - 3:50 pm Aaron M. Williams

CON Section: 05 TF 1:10 pm - 2:25 pm Aaron M. Williams

### **MATH 374 (F) Topology (QFR)**

In Real Analysis you learned about metric spaces---any set of objects endowed with a way of measuring distance---and the topology of sets in such spaces (open, closed, bounded, etc). In this course we flip this on its head: we explore how to develop analysis (limits, continuity, etc) in spaces where the topology is known but the metric is not. This will lead us to a bizarre and fascinating version of geometry in which we cannot distinguish between shapes that can be continuously deformed into one another. Not only does this theory turn out to be beautiful in the abstract, it plays an important role in math, physics, and data analysis. This course is excellent preparation for graduate programs in mathematics.

**Requirements/Evaluation:** Problem sets, exams, an expository essay.

**Prerequisites:** MATH 350 or 351; not open to students who have taken MATH 323. If you didn't cover metric spaces in real analysis, that's OK!

**Enrollment Limit:** 30

**Enrollment Preferences:** Juniors and seniors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Leo Goldmakher

### **MATH 393 (S) Research Topics in Combinatorics (WS) (QFR)**

Combinatorics provides techniques and tools to enumerate, examine, and investigate the existence of discrete mathematical structures with certain properties. There are numerous areas of applications including algebra, discrete geometry, and number theory. In this project-based research course students will work in small groups to learn combinatorial techniques and tools in order to develop research questions and begin tackling unsolved problems in combinatorics.

**Requirements/Evaluation:** Students will be evaluated through written drafts of a manuscript and its revisions and multiple in-class presentation.

**Prerequisites:** Math 355

**Enrollment Limit:** 19

**Enrollment Preferences:** Post-core mathematics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** The main goal of this course is to undertake original research in combinatorics, as such student assessment is based on developing positive collaboration skills, and improving technical written and oral skills in mathematics through manuscript draft submissions and in-class presentations. Students will provide multiple drafts of their manuscript and in right of this the course will be writing intensive.

**Quantative/Formal Reasoning Notes:** The main goal of this course is to undertake original research in the math field of mathematics. See above for more details.

Spring 2023

SEM Section: 01 Cancelled

#### **MATH 409 (F) The Little Questions (QFR)**

Using math competitions such as the Putnam Exam as a springboard, in this class we follow the dictum of the Ross Program and "think deeply of simple things". The two main goals of this course are to prepare students for competitive math competitions, and to get a sense of the mathematical landscape encompassing elementary number theory, combinatorics, graph theory, and group theory (among others). While elementary frequently is not synonymous with easy, we will see many beautiful proofs and 'a-ha' moments in the course of our investigations. Students will be encouraged to explore these topics at levels compatible with their backgrounds.

**Requirements/Evaluation:** Homework, exams, presentations.

**Prerequisites:** Real Analysis (either Math 350 or 351) and Abstract Algebra (Math 355), or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Math/stat senior majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a 400 level math class.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Steven J. Miller

#### **MATH 412 (S) Mathematical Biology (QFR)**

This course will provide an introduction to the many ways in which mathematics can be used to understand, analyze, and predict biological dynamics. We will learn how to construct mathematical models that capture essential properties of biological processes while maintaining analytic tractability. Analytic techniques, such as stability and bifurcation analysis, will be introduced in the context of both continuous and discrete time models. Additionally, students will couple these analytic tools with numerical simulation to gain a more global picture of the biological dynamics. Possible biological applications may include, but are not limited to, single and multi-species population dynamics, neural and biological oscillators, tumor cell growth, and infectious disease dynamics.

**Requirements/Evaluation:** problem sets, quizzes/exams, participation, final project and paper

**Prerequisites:** MATH 250 and MATH 309, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** preference for senior math/stats major and also based on an interest statement

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will introduce methods for developing and analyzing mathematical models.

**Attributes:** PHLH Methods in Public Health

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Julie C. Blackwood

### **MATH 413 (S) Computational Algebraic Geometry (QFR)**

Algebraic geometry is the study of shapes described by polynomial equations. It has been a major part of mathematics for at least the past two hundred years, and has influenced a tremendous amount of modern mathematics, ranging from number theory to robotics. In this course, we will develop the Ideal-Variety Correspondence that ties geometric shapes to abstract algebra, and will use computational tools to explore this theory in a very explicit way.

**Requirements/Evaluation:** Evaluation will be based on weekly problem sets, three exams, and final project. Any students who have taken Math 411 should consult with the instructor before enrolling in this course.

**Prerequisites:** Math 355

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference given to senior math majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course is all quantitative and formal reasoning.

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Ralph E. Morrison

### **MATH 427 (S) Tiling Theory (QFR)**

Since people first used stones and bricks to tile the floors of their domiciles, tiling has been an area of interest. Practitioners include artists, engineers, designers, architects, crystallographers, scientists and mathematicians. This course will be an investigation into the mathematical theory of tiling. The course will focus on tilings of the plane, including topics such as the symmetry groups of tilings, types of tilings, random tilings, the classification of tilings and aperiodic tilings. We will also look at tilings of the sphere, tilings of the hyperbolic plane, and tilings in higher dimensions, including "knotted tilings".

**Requirements/Evaluation:** problem assignments, exams and a presentation/paper

**Prerequisites:** MATH 250 Linear Algebra and MATH 355 Abstract Algebra

**Enrollment Limit:** 30

**Enrollment Preferences:** senior majors, seniors, juniors, sophomores, first-year students (this is a senior seminar, one of which is required for all senior majors, so they have first preference)

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Colin C. Adams

**MATH 442 (F) Introduction to Descriptive Set Theory (QFR)**

Descriptive set theory (DST) combines techniques from analysis, topology, set theory, combinatorics, and other areas of mathematics to study definable (typically Borel) subsets of Polish spaces. The first part of this course will cover the topics necessary to understand the main objects of study in DST: we will develop comfort with point-set topology (enough to juggle with Polish spaces and Borel sets), and set theory (just well-orderings and cardinality). The second part of the course will feature selected topics in descriptive set theory: for example, trees, the perfect set property, Baire category, and infinite games.

**Requirements/Evaluation:** Evaluation based on homework, exams, and classroom participation.

**Prerequisites:** Math 250 - Linear Algebra, Math 350/351 Real Analysis/Applied Real Analysis

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior Math Majors, then non-Senior Math Majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course in descriptive set theory.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Jenna Zomback

**MATH 453 (S) Partial Differential Equations (QFR)**

In this course, we further explore the world of differential equations. Mainly, we cover topics in partial differential equations. Partial Differential Equations (PDEs) are fundamental to the modeling of many natural phenomena, arising in many fields, including fluid mechanics, heat and mass transfer, electromagnetic theory, finance, elasticity, and more. The goals of this course are to discuss the following topics: classification of PDEs in terms of order, linearity and homogeneity; physical interpretation of canonical PDEs; solution techniques, including separation of variables, series solutions, integral transforms, and the method of characteristics.

**Requirements/Evaluation:** Evaluation will be based on homework, projects, and exams.

**Prerequisites:** MATH 150-151; MATH/PHYS 210 or MATH 309

**Enrollment Limit:** 20

**Enrollment Preferences:** Mathematics and Physics majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced mathematics class dedicated to the study of partial differential equations (PDEs). These equations are the most important mathematical tools for the study of complex physical phenomena such as waves and fluids (including both air and water), heat transfer, electromagnetism, and finance.

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Bhagya Athukorallage

**MATH 481 (S) Measure theory and Hilbert spaces (QFR)**

How large is the unit square? One might measure the number of individual points in the square (uncountably infinite), the area of the square (1), or the dimension of the square (2). But what about for more complicated sets, e.g., the set of all rational points in the unit square? What's the area of this set? What's the dimension? In this course we'll come up with precise ways to measure size---length, area, volume, dimension, etc.---that apply to a broad array of sets. Along the way we'll encounter Lebesgue measure and Lebesgue integration, Hausdorff measure and fractals, space-filling curves

and the Banach-Tarski paradox. We will also investigate Hilbert spaces, mathematical objects that combine the tidiness of linear algebra with the power of analysis and are fundamental to the study of differential equations, functional analysis, harmonic analysis, and ergodic theory, and also apply to fields like quantum mechanics and machine learning. This material provides excellent preparation for graduate studies in mathematics, statistics and economics.

**Requirements/Evaluation:** Problem sets, exams, an expository essay

**Prerequisites:** At least one previous course that has Math 350 or 351 as a prerequisite (eg Math 374, 383, 401, 404, 408, 420, 426, 485), or permission of instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Juniors and seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It's math.

Spring 2023

LEC Section: 01 Cancelled

### **PHIL 221 (F) Introduction to Formal Linguistics (QFR)**

**Cross-listings:** COGS 224 PHIL 221

**Secondary Cross-listing**

The sentence "Every cookie is chocolate chip and three of them are oatmeal raisin" is a perfectly grammatical sentence of English, but it's self-contradictory. What does it take to realize this fact? One must grasp the meanings of the various parts of the sentence. In particular, one must grasp that "three of them" picks out a subset of the group picked out by "every cookie", and that there's no such thing as a cookie that is both chocolate chip *and* oatmeal raisin. There two ways to understand "Many students took every class". According to one, there is a single group of students that had their hands extremely full this semester. According to the other, every class was well-populated, potentially by different groups. The reason for this is that there are two underlying structures that the original sentence can realize. This course serves as an introduction to formal methods in the scientific study of language. Our goal will be to characterize phenomena like those above with logical and mathematical precision. The focus will be on model-theoretic semantics, the sub-field of linguistics that studies meanings. Along the way we will discuss principles of syntax, the sub-field that studies sentence structures, and pragmatics, the sub-field that studies inferences of non-literal content. This is a formal course, but no prior logical or mathematical background will be expected. Starting from scratch, students will learn the building blocks of current-day linguistic research. This introduction will be of use to students interested in language from a variety of perspectives, including philosophy, cognitive science, and computer science.

**Requirements/Evaluation:** Weekly problem sets, plus a final project (paper/presentation/other type, to be discussed with instructor)

**Prerequisites:** No prerequisites

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 224 (D2) PHIL 221 (D2)

**Quantative/Formal Reasoning Notes:** This course teaches the fundamentals of the formal analysis of language. Students will learn to provide translation schemes from English to a logical language (typed lambda calculus).

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

### **PHIL 338 (S) Intermediate Logic (QFR)**

**Cross-listings:** MATH 338 PHIL 338

#### **Primary Cross-listing**

In this course, we will begin with an in-depth study of the theory of first-order logic. We will first get clear on the formal semantics of first-order logic and various ways of thinking about formal proof: natural deduction systems, semantic tableaux, axiomatic systems and sequent calculi. Our main goal will be to prove things about this logical system rather than to use this system to think about ordinary language arguments. In this way the goal of the course is significantly different from that of Logic and Language (PHIL 203). Students who have taken PHIL 203 will have a good background for this class, but students who are generally comfortable with formal systems need not have taken PHIL 203. We will prove soundness and completeness, compactness, the Lowenheim-Skolem theorems, undecidability and other important results about first-order logic. As we go through these results, we will think about the philosophical implications of first-order logic. From there, we will look at extensions of and/or alternatives to first-order logic. Possible additional topics would include: modal logic, the theory of counterfactuals, alternative representations of conditionals, the use of logic in the foundations of arithmetic and Godel's Incompleteness theorems. Student interest will be taken into consideration in deciding what additional topics to cover.

**Requirements/Evaluation:** problem sets and exams

**Prerequisites:** some class in which student has studied formal reasoning

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors; juniors and seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 338 (D2) PHIL 338 (D2)

**Quantative/Formal Reasoning Notes:** This is a class in Formal Logic. PHIL 203 satisfies the QFR requirement. If anything, this class will be significantly more formal.

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 Cancelled

### **PHYS 109 (S) Sound, Light, and Perception (QFR)**

Light and sound allow us to perceive the world around us, from appreciating music and art to learning the details of atomic structure. Because of their importance in human experience, light and sound have long been the subject of scientific inquiry. How are sound and light related? How do physiology and neural processing allow us to hear and see the world around us? What are the origins of color and musical pitch? This course introduces the science and technology of light and sound to students not majoring in physics. We will start with the origins of sound and light as wave phenomena, and go on to topics including color, the optics of vision, the meaning of musical pitch and tone, and the physical basis of hearing. We will also discuss some recent technological applications of light, such as lasers and optical communications. The class will meet for two 75-minute periods each week for a variable mixture of lecture, discussion, and hands-on, interactive experiments.

**Class Format:** each student will attend one lecture plus one conference section weekly

**Requirements/Evaluation:** class participation, problem sets, in-class exams, oral presentations, and a final exam, all with a quantitative component

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** non-science majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class will have weekly problem sets requiring substantial quantitative reasoning

Spring 2023

LEC Section: 01 Cancelled

**PHYS 131 (F) Introduction to Mechanics (QFR)**

We focus first on the Newtonian mechanics of point particles: the relationship between velocity, acceleration, and position; the puzzle of circular motion; forces, Newton's laws, and gravitation; energy and momentum; and the physics of vibrations. Then we turn to the basic properties of waves, such as interference and refraction, as exemplified by sound and light waves. We also study the optics of lenses, mirrors and the human eye. This course is not intended for students who have successfully completed an AP physics course in high school.

**Requirements/Evaluation:** exams, labs, and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 130; students who scored 4 or 5 on an AP physics exam, or 6 or 7 on the IB Physics HL exam may not take this course and are encouraged to take PHYS 141 instead

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 131 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This class will have weekly problem sets requiring substantial quantitative reasoning

Fall 2022

LAB Section: 03 T 1:00 pm - 4:00 pm Kevin R. Forkey, Brough Morris

LEC Section: 01 MWF 11:00 am - 11:50 am John H. Lacy

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin R. Forkey, Brough Morris

LAB Section: 04 Cancelled

**PHYS 132 (S) Electromagnetism and the Physics of Matter (QFR)**

This course is intended as the second half of a one-year survey of physics with some emphasis on applications to medicine. In the first part of the semester we will focus on electromagnetic phenomena. We will introduce the concept of electric and magnetic fields and study in detail the way in which electrical circuits and circuit elements work. The deep connection between electric and magnetic phenomena is highlighted with a discussion of Faraday's Law of Induction. Following our introduction to electromagnetism we will discuss some of the most central topics in twentieth-century physics, including Einstein's theory of special relativity and some aspects of quantum theory. We will end with a treatment of nuclear physics, radioactivity, and uses of radiation.

**Class Format:** lecture three hours per week, laboratory three hours approximately every other week, and conference section 1 hour approximately every other week

**Requirements/Evaluation:** weekly problem sets, labs, quizzes and exams

**Prerequisites:** PHYS 131 or 141 or permission of instructor, and MATH 130 (formerly 103)

**Enrollment Limit:** 22 per lab

**Enrollment Preferences:** sophomores

**Expected Class Size:** 60

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Significant homework, exams, quizzes requiring mathematical and physical reasoning.

Spring 2023

LAB Section: 03 T 1:00 pm - 4:00 pm Kevin R. Forkey

LEC Section: 01 MWF 11:00 am - 11:50 am Jennifer G. Winters

LAB Section: 02 M 1:00 pm - 4:00 pm Kevin R. Forkey

### **PHYS 141 (F) Mechanics and Waves (QFR)**

This is the typical first course for a prospective physics major. It covers most of the same topics as PHYS 131, but with a higher level of mathematical sophistication. It is intended for students with solid backgrounds in the sciences, either from high school or college, who are comfortable with basic calculus.

**Class Format:** lecture, three hours per week; laboratory, three hours approximately every other week; conference section, one hour approximately every other week

**Requirements/Evaluation:** weekly problem sets, labs, three or more short quizzes/tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** high school physics and MATH 130 or equivalent placement, or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and science majors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** PHYS 141 can lead to either PHYS 132 (for students wanting a one-year survey of physics) or PHYS 142 (for students considering a Physics or Astrophysics major)

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course consists of lectures, problem-solving conferences, lab exercises, problem sets and exams, all of which have a substantial quantitative component.

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Katharine E. Jensen

LAB Section: 02 M 1:00 pm - 4:00 pm Katharine E. Jensen

LAB Section: 03 T 1:00 pm - 4:00 pm Katharine E. Jensen

### **PHYS 142 (S) Foundations of Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity, which extends physics into the realm of high speeds and high energies, requires we rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our expectation of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course will survey ideas from each of these three arenas, and can serve either as a terminal course for those seeking to complete a year of physics or as the basis for future advanced study of these topics.

**Class Format:** lecture, three hours weekly; laboratory, 2-3 hours most weeks, alternating between 'hands-on' sessions and problem-solving/discussion sessions

**Requirements/Evaluation:** weekly homework, labs, two hour tests, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 141 and MATH 130, or equivalent; PHYS 131 may substitute for PHYS 141 with the permission of instructor; students may not take both PHYS 142 and PHYS 151

**Enrollment Limit:** 14/L

**Enrollment Preferences:** first-year students

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Heavily problem-solving focused, involving algebraic manipulations, single-variable calculus, generating and reading graphs, etc.

Spring 2023

LAB Section: 02 M 1:00 pm - 4:00 pm Jennifer G. Winters

LAB Section: 03 T 1:00 pm - 4:00 pm Jennifer G. Winters

LEC Section: 01 MWF 11:00 am - 11:50 am Protik K. Majumder

### **PHYS 151 (F) Seminar in Modern Physics (QFR)**

Newtonian Mechanics, spectacular as it is in describing planetary motion and a wide range of other phenomena, only hints at the richness of behaviors seen in the universe. Special relativity has extended physics into the realm of high speeds and high energies and requires us to rethink our basic notions of space and time. Quantum mechanics successfully describes atoms, molecules, and solids while at the same time calling into question our notions of what can be predicted by a physical theory. Statistical physics reveals new behaviors that emerge when many particles are present in a system. This course covers the same core material as PHYS 142 but in a small seminar format for students with strong prior preparation in physics.

**Class Format:** three 50-minute lecture/discussions per week, one 3-hour lab per week

**Requirements/Evaluation:** class participation, weekly lab assignments, weekly problem sets, exams

**Prerequisites:** placement by the department (see "advanced placement" section in the description about the department). Students may take either PHYS 142 or PHYS 151 but not both

**Enrollment Limit:** 18

**Enrollment Preferences:** first-years

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this is a small seminar designed for first-year students who have placed out of PHYS 141

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** all assignments in the course have a substantial quantitative component

Fall 2022

LEC Section: 01 WF 11:00 am - 11:50 am Jennifer G. Winters

LAB Section: 02 W 1:00 pm - 4:00 pm Jennifer G. Winters

CON Section: 03 M 11:00 am - 11:50 am Jennifer G. Winters

### **PHYS 201 (F) Electricity and Magnetism (QFR)**

The classical theory of electricity and magnetism is very rich yet it can be written in a remarkably succinct form using Maxwell's equations. This course is an introduction to electricity and magnetism and their mathematical description, connecting electric and magnetic phenomena via the special theory of relativity. Topics include electrostatics, magnetic fields, electromagnetic induction, DC and AC circuits, and the electromagnetic properties of matter. The laboratory component of the course is an introduction to electronics where students will develop skills in building and debugging electrical circuits.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** problem sets, labs/conference section assignments, two take-home midterms, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 142 OR 151; MATH 150 or 151; with a preference for MATH 151

**Enrollment Limit:** 10 per lab

**Enrollment Preferences:** prospective physics majors, then by seniority

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course involves significant problem-solving and mathematical analysis of phenomena using calculus, numerical methods, and other quantitative tools.

Fall 2022

LAB Section: 02 T 1:00 pm - 4:00 pm Catherine Kealhofer

LEC Section: 01 MWF 10:00 am - 10:50 am Catherine Kealhofer

LAB Section: 03 W 1:00 pm - 4:00 pm Catherine Kealhofer

### **PHYS 202 (S) Vibrations, Waves and Optics (QFR)**

Waves and oscillations characterize many different physical systems, including vibrating strings, springs, water waves, sound waves, electromagnetic waves, and gravitational waves. Quantum mechanics even describes particles with wave functions. Despite these diverse settings waves exhibit several common characteristics, so that the understanding of a few simple systems can provide insight into a wide array of phenomena. In this course we begin with the study of oscillations of simple systems with only a few degrees of freedom. We then move on to study transverse and longitudinal waves in continuous media in order to gain a general description of wave behavior. The rest of the course focuses on electromagnetic waves and in particular on optical examples of wave phenomena. In addition to well known optical effects such as interference and diffraction, we will study a number of modern applications of optics such as short pulse lasers and optical communications. Throughout the course mathematical methods useful for higher-level physics will be introduced.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** problem sets, labs, midterm examinations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 201; co-requisite: PHYS/MATH 210 or MATH 209 or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** sophomores

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has substantial problem sets in which quantitative/formal reasoning skills are practiced and evaluated.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Charlie Doret

LAB Section: 02 T 1:00 pm - 4:00 pm Charlie Doret

LAB Section: 03 W 1:00 pm - 4:00 pm Charlie Doret

### **PHYS 210 (S) Mathematical Methods for Scientists (QFR)**

**Cross-listings:** PHYS 210 MATH 210

**Primary Cross-listing**

This course covers a variety of mathematical methods used in the sciences, focusing particularly on the solution of ordinary and partial differential equations. In addition to calling attention to certain special equations that arise frequently in the study of waves and diffusion, we develop general techniques such as looking for series solutions and, in the case of nonlinear equations, using phase portraits and linearizing around fixed points. We study some simple numerical techniques for solving differential equations. An optional session in Mathematica will be offered for students who are not already familiar with this computational tool.

**Class Format:** three hours per week

**Requirements/Evaluation:** several exams and weekly problem sets, all of which have a substantial quantitative component

**Prerequisites:** MATH 150 or 151 and familiarity with Newtonian mechanics at the level of PHYS 131

**Enrollment Limit:** 50

**Enrollment Preferences:** sophomores and juniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 210 (D3) MATH 210 (D3)

**Quantative/Formal Reasoning Notes:** This course will have weekly problem sets using advanced calculus methods

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Daniel P. Aalberts

### **PHYS 301 (F) Quantum Physics (QFR)**

This course serves as a one-semester introduction to the formalism, and phenomenology of quantum mechanics. After a brief discussion of historical origins of the quantum theory, we introduce the Schrodinger wave equation, the concept of matter waves, and wave-packets. With this introduction as background, we will continue our discussion with a variety of one-dimensional problems such as the particle-in-a-box and the harmonic oscillator. We then extend this work to systems in two and three dimensions, including a detailed discussion of the structure of the hydrogen atom. Along the way we will develop connections between mathematical formalism and physical predictions of the theory. Finally, we conclude the course with a discussion of angular momentum and spins, with applications to atomic physics, entanglement, and quantum information.

**Class Format:** lecture, three hours per week; laboratory, three hours per week

**Requirements/Evaluation:** weekly problem sets, laboratory reports / write-ups, a midterm exam, and final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 20

**Enrollment Preferences:** physics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Phys 301 relies heavily upon mathematics and quantitative reasoning in all elements, including problem sets, examinations, and laboratories.

Fall 2022

LAB Section: 02 T 1:00 pm - 4:00 pm John H. Lacy

LEC Section: 01 MWF 9:00 am - 9:50 am Protik K. Majumder

LAB Section: 04 M 1:00 pm - 4:00 pm John H. Lacy

LAB Section: 03 W 1:00 pm - 4:00 pm John H. Lacy

### **PHYS 302 (S) Statistical Mechanics & Thermodynamics (QFR)**

Macroscopic objects are made up of huge numbers of fundamental particles interacting in simple ways--obeying the Schrödinger equation, Newton's and Coulomb's Laws--and these objects can be described by macroscopic properties like temperature, pressure, magnetization, heat capacity, conductivity, etc. In this course we will develop the tools of statistical physics, which will allow us to predict the cooperative phenomena that emerge in large ensembles of interacting particles. We will apply those tools to a wide variety of physical questions, including the behavior of gases, polymers, heat engines, biological and astrophysical systems, magnets, and electrons in solids.

**Class Format:** lecture/discussion three hours per week and weekly laboratory work

**Requirements/Evaluation:** weekly problem sets, midterm exam, final exam, and labs, all of which have a substantial quantitative component

**Prerequisites:** required: PHYS 201, PHYS/MATH 210 or MATH 309; recommended: PHYS 202, PHYS 301

**Enrollment Limit:** 14 per lab

**Enrollment Preferences:** physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets, exams, and labs, all of which have a substantial quantitative component

Spring 2023

LAB Section: 03 W 1:00 pm - 4:00 pm Katharine E. Jensen

LEC Section: 01 MWF 10:00 am - 10:50 am Katharine E. Jensen

LAB Section: 02 T 1:00 pm - 4:00 pm Katharine E. Jensen

### **PHYS 315 (S) Computational Biology (QFR)**

**Cross-listings:** PHYS 315 CSCI 315

#### **Primary Cross-listing**

This course will provide an overview of Computational Biology, the application of computational, mathematical, statistical, and physical problem-solving techniques to interpret the rapidly expanding amount of biological data. Topics covered will include database searching, DNA sequence alignment, clustering, RNA structure prediction, protein structural alignment, methods of analyzing gene expression, networks, and genome assembly using techniques such as string matching, dynamic programming, hidden Markov models, and statistics.

**Requirements/Evaluation:** weekly Python programming assignments, code reviews, problem sets, plus a few quizzes and a final project

**Prerequisites:** programming experience (e.g., CSCI 136), mathematics (PHYS/MATH 210 or MATH 150), and physical science (PHYS 142 or 151, or CHEM 151 or 153 or 155), or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** courage

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 315 (D3) CSCI 315 (D3)

**Quantative/Formal Reasoning Notes:** problem sets and programming assignments

**Attributes:** BIGP Courses

Spring 2023

LEC Section: 01 M 1:10 pm - 3:50 pm Daniel P. Aalberts

### **PHYS 319 (S) Integrative Bioinformatics, Genomics, and Proteomics Lab (QFR)**

**Cross-listings:** MATH 319 CHEM 319 BIOL 319 PHYS 319 CSCI 319

#### **Secondary Cross-listing**

What can computational biology teach us about cancer? In this lab-intensive experience for the Genomics, Proteomics, and Bioinformatics program, computational analysis and wet-lab investigations will inform each other, as students majoring in biology, chemistry, computer science, mathematics/statistics, and physics contribute their own expertise to explore how ever-growing gene and protein data-sets can provide key insights into human disease. In this course, we will take advantage of one well-studied system, the highly conserved Ras-related family of proteins, which play a central role in numerous fundamental processes within the cell. The course will integrate bioinformatics and molecular biology, using database searching, alignments and pattern matching, and phylogenetics to reconstruct the evolution of gene families by focusing on the gene duplication events and gene rearrangements that have occurred over the course of eukaryotic speciation. By utilizing high through-put approaches to investigate genes involved in the inflammatory and MAPK signal transduction pathways in human colon cancer cell lines, students will uncover regulatory mechanisms that are aberrantly altered by siRNA knockdown of putative regulatory components. This functional genomic strategy will be coupled with independent projects using phosphorylation-state specific antisera to test our hypotheses. Proteomic analysis will introduce the students to de novo

structural prediction and threading algorithms, as well as data-mining approaches and Bayesian modeling of protein network dynamics in single cells. Flow cytometry and mass spectrometry may also be used to study networks of interacting proteins in colon tumor cells.

**Class Format:** The lab for this course will meet for two afternoons per week. Some lab sessions will be shorter than 3 hours.

**Requirements/Evaluation:** lab participation, several short homework assignments, one lab report, a programming project, and a grant proposal

**Prerequisites:** BIOL 202; students who have not taken BIOL 202 but have taken BIOL 101 and a CSCI course, or CSCI/PHYS 315, may enroll with permission of instructor. No prior computer programming experience is required.

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors, then juniors, then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 319 (D3) CHEM 319 (D3) BIOL 319 (D3) PHYS 319 (D3) CSCI 319 (D3)

**Quantative/Formal Reasoning Notes:** Through lab work, homework sets and a major project, students will learn or further develop their skills in programming in Python, and about the basis of Bayesian approaches to phylogenetic tree estimation.

**Attributes:** BIGP Courses BIMO Interdepartmental Electives

Spring 2023

LAB Section: 02 TR 1:00 pm - 4:00 pm Lois M. Banta

SEM Section: 01 TR 9:55 am - 11:10 am Lois M. Banta

### **PHYS 402 (S) Applications of Quantum Mechanics (QFR)**

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 301

**Enrollment Limit:** 10 per sec

**Enrollment Preferences:** Physics and Astrophysics Majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2023

TUT Section: T1 F 1:10 pm - 2:25 pm David R. Tucker-Smith

### **PHYS 411 (F) Classical Mechanics (QFR)**

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial

quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 10/section

**Enrollment Preferences:** majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2022

TUT Section: T1 F 1:10 pm - 2:25 pm Charlie Doret, Daniel P. Aalberts

### **POEC 253 (F) Empirical Methods in Political Economy (QFR)**

This course introduces students to common empirical tools used in policy analysis and implementation. The broad aim is to train students to be discriminating consumers of public policy-relevant research. The emphasis in the course is on intuitive understanding of the central concepts. Through hands-on work with data and critical assessment of existing empirical social scientific research, students will develop the ability to choose and employ the appropriate tool for a particular research problem, and to understand the limitations of the techniques. Topics to be covered include basic principles of probability; random variables and distributions; statistical estimation, inference and hypothesis testing; and modeling using multiple regression, with a particular focus on understanding whether and how relationships between variables can be determined to be causal--an essential requirement for effective policy formation. Throughout the course, the focus will be on public policy applications relevant to the fields of political science, sociology, and public health, as well as to economics.

**Requirements/Evaluation:** Problem sets, group project, midterm exam, final exam

**Prerequisites:** MATH 130 or its equivalent; one course in ECON; not open to students who have taken ECON 255

**Enrollment Limit:** 20

**Enrollment Preferences:** Political Economy majors, Environmental Policy majors and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy the econometrics requirement for the Economics major; POEC 253 cannot be substituted for ECON 255, or count as an elective towards the Economics major

**Distributions:** (D2) (QFR)

**Quantative/Formal Reasoning Notes:** The course teaches econometrics, i.e. statistics as economists use it, with applications in economics, political science, and other fields.

**Attributes:** PHLH Statistics Courses POEC Required Courses

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Anand V. Swamy

### **PSYC 201 (F)(S) Experimentation and Statistics (QFR)**

An introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of research studies in different areas of psychology that illustrate basic designs and methods of analysis. You must register for lab and lecture with the same instructor.

**Requirements/Evaluation:** research reports, exams, and problem sets

**Prerequisites:** PSYC 101; not open to first-year students except with permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has problem sets focused on experimental design and quantitative data analysis. Students will help design and conduct experiments, analyze the data, and report their findings.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LAB Section: B4 W 1:00 pm - 4:00 pm Catherine B. Stroud

LEC Section: B3 MR 1:10 pm - 2:25 pm Catherine B. Stroud

LAB Section: A2 R 1:00 pm - 4:00 pm Amie A. Hane

LEC Section: A1 TR 11:20 am - 12:35 pm Amie A. Hane

Spring 2023

LEC Section: A1 TR 9:55 am - 11:10 am Victor A. Cazares

LAB Section: A2 W 1:00 pm - 4:00 pm Victor A. Cazares

LAB Section: B4 T 1:00 pm - 4:00 pm Jeremy D. Cone

LEC Section: C5 TR 9:55 am - 11:10 am Kris N. Kirby

LAB Section: C6 W 1:00 pm - 4:00 pm Kris N. Kirby

LEC Section: B3 MWF 11:00 am - 12:15 pm Jeremy D. Cone

### **STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)**

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

**Requirements/Evaluation:** weekly homework, quizzes, exams, and a project

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test)

**Enrollment Limit:** 50

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201.

Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is a quantitative course.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

### **STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)**

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

**Requirements/Evaluation:** Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data

analysis project. Students will need to become familiar with the statistical software STATA.

**Prerequisites:** MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

**Enrollment Limit:** 40

**Enrollment Preferences:** Economics majors, sophomores

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Reasoning with data

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

LEC Section: 02 MWF 10:00 am - 10:50 am Anna M. Plantinga

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

### **STAT 201 (F)(S) Statistics and Data Analysis (QFR)**

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

**Requirements/Evaluation:** weekly homework and projects, midterm exams, and a final exam.

**Prerequisites:** MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Students will learn to interpret, choose, carry out, and communicate analyses of data.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 02 MWF 11:00 am - 11:50 am Stewart D. Johnson

LEC Section: 01 MWF 12:00 pm - 12:50 pm Stewart D. Johnson

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

### **STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)**

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course

we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

**Requirements/Evaluation:** Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

**Prerequisites:** MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Prospective Statistics majors and more senior students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

LEC Section: 02 MWF 12:00 pm - 12:50 pm Richard D. De Veaux

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Xizhen Cai

LEC Section: 02 Cancelled

### **STAT 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

**Secondary Cross-listing**

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

### **STAT 344 (F) Statistical Design of Experiments (QFR)**

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

**Requirements/Evaluation:** Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

**Prerequisites:** STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, seniors, juniors, sophomores, first years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

### **STAT 346 (F)(S) Regression Theory and Applications (QFR)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

**Requirements/Evaluation:** Weekly homework, theory and data analysis exams, final course project.

**Prerequisites:** MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Statistics Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

### **STAT 356 (F) Time Series Analysis (QFR)**

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

**Requirements/Evaluation:** Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** STAT 346 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 360 (S) Statistical Inference (QFR)**

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer intensive resampling techniques (e.g., the bootstrap) will also be considered.

**Requirements/Evaluation:** Homework, Quizzes, Exams

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** A rigorous mathematical course laying the foundation for reasoning with data

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Richard D. De Veaux

### **STAT 365 (F) Bayesian Statistics (QFR)**

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** STAT 201 and MATH 150 and 250, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 372 (S) Longitudinal Data Analysis (QFR)**

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. As time permits, we will also investigate joint modeling of longitudinal and time-to-event data. We will consider many applications in the social and biological sciences.

**Requirements/Evaluation:** Weekly homework, midterm exams, a final exam, and a data analysis project

**Prerequisites:** STAT 346 (and an appropriate introductory statistics course, typically STAT 201 or 202)

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will cover a variety of statistical analysis methods for longitudinal data.

**Attributes:** PHLH Statistics Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Anna M. Plantinga

### **STAT 442 (S) Statistical Learning and Data Mining (QFR)**

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

**Class Format:** Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, exams and an end-of-term project

**Prerequisites:** MATH/STAT 341 and STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Xizhen Cai

**STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)**

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

**Requirements/Evaluation:** Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

**Prerequisites:** STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors and Statistics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

**STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

## RELIGION (Div II)

Chair: Professor Jeffrey Israel

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Efrain Agosto, Visiting Professor of Latinx Studies and Religion; affiliated with: Religion, Latina/o Studies
- Magnús T. Bernhardtsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Denise K. Buell, Cluett Professor of Religion; on leave 2022-2023
- Edan Dekel, Professor of Classics, Chair of Jewish Studies Program; affiliated with: Classics, Religion; on leave 2022-2023
- Georges B. Dreyfus, Jackson Professor of Religion
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Jacqueline Hidalgo, Professor of Latina/o/x Studies and Religion, Director of Oakley Center for Humanities & Social Sciences; affiliated with: Oakley Center, Latina/o Studies, Religion; on leave Fall 2022
- Jeffrey I. Israel, Chair and Associate Professor of Religion
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Neil Roberts, Professor of Africana Studies and Faculty Affiliate in Political Science and Religion; affiliated with: Africana Studies, Religion, Political Science; on leave 2022-2023
- Jason Josephson Storm, Professor of Religion, Chair of Science & Technology Studies; affiliated with: Religion, Science & Technology Studies
- Saadia Yacoob, Assistant Professor of Religion

### MAJOR

The major in Religion is designed to perform two related functions: to expose the student to the methods and issues involved in the study of religion as a phenomenon of psychological, sociological, and cultural/historical dimensions; and to confront students with the beliefs, practices, and values of specific religions through a study of particular religious traditions. It is a program that affords each student an opportunity to fashion their own sequence of study within a prescribed basic pattern constructed to ensure both coherence and variety. Beginning with the class of 2016, the major in Religion will consist of at least nine semester courses as follows:

#### Required Sequence Courses

REL 200 Theories and Methods in the Study of Religion

One 300-level seminar or tutorial

REL 401 Senior seminar

#### Elective Courses

Six electives at the 100-, 200-, or 300-level (with a maximum of one 100-level class to count towards major).

In addition, each major will select a specialization route in the major in conversation with and with the approval of the department. The specialization will consist of at least four courses. There are two ways to meet this requirement. A major could fulfill the requirement by concentration in one of the College's coordinate programs or by designating four specialization courses that can be supported by the resources of the Religion department faculty and the College. In other words, these four courses might be from among the six electives and one 300-level seminar or tutorial or might include additional coursework from other programs and departments (whether cross-listed or not).

The major will culminate in a year-long senior project. The first semester will remain a seminar (REL 401) on a topic in the study of religion set by the faculty member in consultation with incoming seniors. The spring semester will consist of participation in a research colloquium (not a course taken for credit). In this colloquium, each senior major will present their individual research projects, begun in the senior seminar, drawing on their specializations and advised by members of the faculty.

For those who wish to go beyond the formally-listed courses into a more intensive study of a particular religious tradition, methodological trend, or religious phenomenon (e.g., ritual, symbol-formation, mysticism, theology, etc.), there is the opportunity to undertake independent study or, with the approval of the department, to pursue a thesis project.

The value of the major in Religion derives from its fostering of a critical appreciation of the complex role religion plays in every society, even those that consider themselves non-religious. The major makes one sensitive to the role religion plays in shaping the terms of cultural discourse, of social attitudes and behavior, and of moral reflection. But it also discloses the ways in which religion and its social effects represent the experience of individual persons and communities. In doing these things, the major further provides one with interdisciplinary analytical tools and cross-cultural experience and opens up new avenues for dealing with both the history of a society and culture and the relationships between different societies and cultures. What one learns as a Religion major is therefore remarkably applicable to a wide range of other fields of study or professions.

Students declaring Religion as a major will identify an area of specialization and link it to their senior seminar final paper and be expected to present it in a spring colloquium during their senior year.

### **THE DEGREE WITH HONORS IN RELIGION**

The degree with honors in Religion requires the above-mentioned nine courses and the preparation of a thesis of 75+ pages with a grade of B+ or better. A thesis may combine revised work done in other courses with new material prepared while enrolled either in Religion 493-W31 or Religion W31-494. Up to two-thirds of the work in the thesis may be such revised work, but at least one-third must represent new work. The thesis must constitute a coherent whole either by its organizing theme or by a focus on a particular religious tradition. Candidates will also be expected to present the results of their thesis orally in a public presentation. Students who wish to be candidates for honors in Religion will submit proposals and at least one paper that may be included in the thesis to the department in the spring of their junior year. Students must normally have at least a 3.5 GPA in Religion to be considered for the honors program.

The chair will serve as advisor to non-majors.

### **STUDY ABROAD**

The Williams College Religion Department encourages potential majors to study abroad in order to enhance their education and gain international perspectives on religious studies. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. Many of our majors study in the Williams College Oxford Program, but our majors also regularly pursue a semester or year-long study in other programs.

### **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description. Sometimes a course title is sufficient, but for many courses we also need to see a description of some sort because the title is unclear.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. 3 courses: Religion 200, one 300-level Religion seminar or tutorial, and Religion 401 Senior Seminar.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Make sure that they have or will be able to take REL 200, because it is offered only once a year.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **REL 102 (F) The Meaning of Life**

As Henry David Thoreau put it, "The mass of men lead lives of quiet desperation," attempting to fill the void of their existence with sex, money, ephemeral amusements, and the steady accumulation of unnecessary possessions - basically killing time until the day they die. For some people this might seem to be enough, but this course is for those of us who lie awake at night wondering things like: "Why are we here?" "What does it mean to live a good life?" "How can I be happy?" "What is our duty to others?" "What really matters?" and the biggest question of them all: "What is the Meaning of Life?" This course will trace the diverse responses to these important questions offered by philosophers and religious thinkers in different cultures and time periods. We will read their texts critically and discuss how they can be directly relevant to our lives. Students will also be introduced to abstract theorizing in Religious Studies about how different cultures and traditions have historically come to live meaningfully. Authors and texts to be read may include Aristotle, Hannah Arendt, Marcus Aurelius, the Bhagavad Gita, H. H. Dalai Lama, the Dhammapada, Viktor Frankl, Søren Kierkegaard, Martin Luther King Jr, Shantideva, Peter Singer, Leo Tolstoy, Ibn Tufayl, Max Weber, and Slavoj Zizek.

**Requirements/Evaluation:** attendance and participation, journal and short writing assignments, midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** potential religion majors

**Expected Class Size:** 40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Jason Josephson Storm

## **REL 105 (F) Introduction to European Art Before 1700**

**Cross-listings:** REL 105 ARTH 101

**Secondary Cross-listing**

A team-taught introduction to the art and architecture of Europe from the ancient Mediterranean to Baroque Italy. This course celebrates the glory of works of art as physical objects, to be viewed and contemplated, to be sure, but also often to be worshiped, worn, touched (even licked), held, exhibited, bought and sold, passed through or around, and lived in. To help students begin to appreciate how these works of art might have been understood by those who originally made and used them, the course sets its objects of study within a number of revealing historical contexts, from the social and the political to the philosophical and the art historical. To give students time with original works of art, our discussion-centered conferences use the wealth of art resources in Williamstown: the Clark Art Institute, the buildings and sculpture of the Williams College Campus, and the Williams College Museum of Art.

**Class Format:** This course has 2 components: lectures and conferences. The lectures will be twice or three times weekly, the conferences once per week. Both lectures and conferences will be held in person.

**Requirements/Evaluation:** Three shorter essays (one of which may be in the form of a take-home final exam), several quizzes, and engaged participation in conference sections

**Prerequisites:** none

**Enrollment Limit:** 60

**Enrollment Preferences:** Preference will be based on a short questionnaire, which students will be asked to complete if the course is over-enrolled.

**Expected Class Size:** 60

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 105 (D1) ARTH 101 (D1)

**Attributes:** ARTH pre-1800 Courses

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Peter D. Low, Stefanie Solum

CON Section: 02 T 9:55 am - 11:10 am

CON Section: 03 T 11:20 am - 12:35 pm

CON Section: 04 T 1:10 pm - 2:25 pm

CON Section: 05 R 9:55 am - 11:10 am

CON Section: 06 R 11:20 am - 12:35 pm

CON Section: 07 R 1:10 pm - 2:25 pm

### **REL 109 Apocalypse (WS)**

An end of days. A utopia to come. A great cosmic reversal of fortune. A revelation of truth that leads to radical transformation. Each of these themes and many more fall under the genre of imagination that we associate with the apocalypse. In order to understand the persistence and prevalence of apocalyptic imaginations, we will move back and forth through time. On the one hand, we will read the Book of Revelation in relationship to a selection of ancient Zoroastrian, Jewish, Greek, Christian, and Muslim texts identified with apocalyptic traditions. On the other hand, we will read these texts in relationship to and alongside select literature and movements of apocalypse in the U.S.A. We will pay particular attention to how apocalyptic imaginations reflect upon and interact with social structures of class, colonization, ethnicity, gender, race, and sexuality.

**Requirements/Evaluation:** grading will be based on participation, short P/F papers, a graded 3-page essay that will be revised, a 5-page second essay, and a final 7- to 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores preferred or Religion majors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2) (WS)

**Writing Skills Notes:** As a WS course, grading will be based on short, weekly P/F papers, a graded 3-page essay that will be revised for credit, a 5-page second essay, and a final 7- to 10-page paper for which a draft will be peer reviewed. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

### **REL 110 (S) Religion in Everyday Life (WS)**

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

**Class Format:** Semester-long community-based field research. Regular in-class peer-review exercises.

**Requirements/Evaluation:** regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students and sophomores; students interested in Religious Studies

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will learn a specific mode of qualitative/ethnographic writing through a semester-long field-based project. This involves many scaffolded assignments of field-based research and writing, for which they receive very regular feedback from the instructor, as well as extensive peer-review exercises. There will be a number of readings on writing style and technique, as well as class discussion and workshopping activities. The final essay will itself be developed in multiple steps.

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Zaid Adhami

**REL 126 (F) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 126

**Secondary Cross-listing**

In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the 'secular' in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi'a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

**Requirements/Evaluation:** Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** Global Studies concentrators and intended concentrators; Religion majors and intended majors

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Core course for GBST

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 126 (D2) GBST 101 (D2) PSCI 126 (D2)

**Difference, Power, and Equity Notes:** An engagement with religious difference in the world, with a spotlight on how religion and politics--that is, power--interact globally and in the USA.

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**REL 134 (S) Leaving the World Behind: The Literature of Reclusion (DPE) (WS)**

**Cross-listings:** ANTH 134 CHIN 134 COMP 134 REL 134

**Secondary Cross-listing**

Living in a time of political and social turmoil, Confucius told his followers: "When the realm has the Way, show yourself; when it lacks the way, hide." Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one's artistic integrity against the dominant claims of society. This course looks at the literature of reclusion--living a life of seclusion from society--in a range

of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does seclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between seclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary "intentional communities")? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

**Class Format:** experiential component

**Requirements/Evaluation:** tutorial papers, responses, and an individual project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, Chinese majors, Religion majors, Anthropology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 134 (D1) CHIN 134 (D1) COMP 134 (D1) REL 134 (D2)

**Writing Skills Notes:** Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner's paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of seclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of seclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Not offered current academic year

## **REL 149 (S) The Sacred in South Asia**

**Cross-listings:** ANTH 249 ASIA 242 REL 149

Secondary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

**Requirements/Evaluation:** weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

**Prerequisites:** Interest in the topic!

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 249 (D2) ASIA 242 (D2) REL 149 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01 TR 8:30 am - 9:45 am Joel Lee

**REL 166 (F) Being Muslim, Being American: American Muslim Literature in the 21st century (DPE)**

**Cross-listings:** REL 166 AMST 166 COMP 166 ENGL 268

**Primary Cross-listing**

Islam and Muslims in the United States are the subject of extensive public scrutiny and media coverage in broader public discourses. It is less common, however, to hear Muslims' own voices speak about their lives, experiences, beliefs, and commitments. This course will take a literary approach to exploring American Muslims' own narratives about themselves, which will serve as an introduction to religion in contemporary U.S. culture. We will address questions such as: How do American Muslims attempt to fashion their identity in the wake of 9/11? What are the pressures and demands of American national belonging and cultural citizenship that Muslims must navigate? How are race, gender, ethnic heritage, and immigration definitive of Muslim experiences and self-understandings? How are Muslims approaching the tensions between communal belonging and individuality? What are the competing claims and contestations about authentic expressions of Islam? We will be engaging such themes through an analysis of popular memoirs, autobiographies, novels, short stories, poetry, films, and comedy.

**Requirements/Evaluation:** regular reading responses, short midterm essays, and final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 166 (D2) AMST 166 (D2) COMP 166 (D1) ENGL 268 (D1)

**Difference, Power, and Equity Notes:** This course will explore the intersections of power in American Muslim life, such as: Muslims as a religious minority in the context of the War on Terror; racial and ethnic differences in Muslim communities; immigration and national belonging; competing claims to religious authenticity and authority; and conflicting gendered norms. Students will learn to identify these multiple layers and configurations in the texts, and how to analyze their workings in nuanced multidimensional ways.

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**REL 200 (S) What is Religion? Theories and Methods in the Study of Religion**

To explore the meaning of religion, this course will introduce the debates around which the discipline of religious studies has been constituted. At stake are questions such as: How does one go about studying religion? Is "religion" a cultural universal? What is religion's relationship to the "European Enlightenment"? to race? to science? to society? to secularism? to colonialism? to ethics? to politics? to violence? to sex? to freedom? Has religion changed fundamentally in modernity? And if so, what is its future?

**Requirements/Evaluation:** class participation, weekly short (max 2 page) writing assignments, a 5-page midterm paper, and a 10-page final paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors and prospective majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Zaid Adhami

**REL 203 (F) Judaism: Before The Law**

**Cross-listings:** REL 203 JWST 101

**Primary Cross-listing**

This course introduces the academic study of Judaism through a humanistic exploration of "the Law" as a concept in Jewish thought and practice. Coverage will include the Law of Moses in the Hebrew Bible, the rabbinic distinction between "Oral Law" and "Written Law," medieval philosophical justifications for the Law, modern interpretations of the Law as Moral Law, Hasidic challenges to the centrality of the Law, and twentieth-century Jewish fiction that is haunted by a felt absence of the Law. Topics may also include the nature of rabbinic authority, methods of Jewish legal interpretation and innovation, and Jewish law as it pertains specifically to women, gentiles, idolaters, food consumption, and the Land of Israel. Course materials will include classical sources such as the Talmud and Midrash, modern philosophical texts, Franz Kafka's *The Trial* with his parable "Before The Law," ethnographic accounts of contemporary Jewish observance, and much else. *All readings will be in translation.*

**Requirements/Evaluation:** class participation, three short papers, and a final longer paper

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors and students who are considering these options

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 203 (D2) JWST 101 (D2)

**Attributes:** JLST Interdepartmental Electives JWST Gateway Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Jeffrey I. Israel

**REL 204 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Secondary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

### **REL 205 (S) Ancient Wisdom Literature**

**Cross-listings:** JWST 205 CLAS 205 REL 205 COMP 217

#### **Primary Cross-listing**

The Biblical books of Proverbs, Ecclesiastes, and Job are often grouped together under the Hebrew category of *hokhmah*, 'wisdom.' Although these books are very different in content, they can all be interpreted as meditations on ethical and practical philosophy. In this way, they represent the Hebrew Bible's canonical embrace of a widespread Near Eastern literary phenomenon. From the instructional literature of Egypt and Mesopotamia to Greek didactic poetry and fables, ancient Mediterranean cultures offer a wide range of texts that engage the issues of personal behavior, leadership, and justice. Starting with the central wisdom books of the Hebrew Bible and moving through relevant material from the Apocrypha, New Testament, and the Egyptian and Babylonian traditions, this course will examine the literature of wisdom throughout the ancient world with an eye toward understanding its various social, political, and philosophical contexts. We will then consider the Greek wisdom tradition in such texts as Hesiod's *Works and Days*, Aesop's fables, and fragments from the pre-Socratic philosophers. Finally, we will explore the influence of these ancient sources on later expressions of wisdom in medieval European literature, as well as more recent examples such as Benjamin Franklin's *Poor Richard's Almanack*. *All readings are in translation.*

**Requirements/Evaluation:** class participation, short written assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 205 (D2) CLAS 205 (D2) REL 205 (D2) COMP 217 (D1)

**Attributes:** JWST Core Electives

**Not offered current academic year**

### **REL 206 (S) The Book of Job and Joban Literature**

**Cross-listings:** JWST 206 REL 206 COMP 206

#### **Primary Cross-listing**

The Book of Job has often been described as the most philosophical book of the Hebrew Bible. The story of one man's struggle to understand the cause of his suffering and his relationship to God represents the finest flowering of the Near Eastern wisdom literature tradition. Through its exploration of fundamental issues concerning human suffering, fate and divinity, and the nature of philosophical self-examination, Job has served as a touchstone for the entire history of existential literature. At the same time, the sheer poetic force of the story has inspired some of the greatest artistic and literary meditations in the Western tradition. This course will engage in a close reading of the Book of Job in its full cultural, religious, and historical context with special attention to its literary, philosophical, and psychological dimensions. We will then proceed to investigate key modern works in several genres that involve Joban motifs, themes, and text both explicitly and implicitly. These texts will include Franz Kafka's *The Trial*, Archibald MacLeish's *J.B.*, Robert Frost's "Masque of Reason," Carl Jung's *Answer to Job*, and William Blake's *Illustrations to the Book of Job*. *All readings are in*

*translation.*

**Class Format:** For the spring of 2021, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Evaluation will be based on class participation, weekly short written assignments, and two longer papers.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** If the course is overenrolled, preference will be given to students who have already taken a course in biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 206 (D2) REL 206 (D2) COMP 206 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 207 (F) From Adam to Noah: Literary Imagination and the Primeval History in Genesis**

**Cross-listings:** COMP 250 REL 207 JWST 207 CLAS 207

#### **Primary Cross-listing**

How long did Adam and Eve live in the Garden of Eden? What was the mark of Cain? Why did Enoch not die? Who was Noah's wife? How did Giants survive the Flood? These are only a few of the fascinating questions that ancient readers and interpreters of the Book of Genesis asked and attempted to answer. The first ten chapters of Genesis present a tantalizingly brief narrative account of the earliest history of humankind. The text moves swiftly from the Creation to the Flood and its immediate aftermath, but this masterful economy of style leaves many details unexplained. This course will explore the rich and varied literary traditions associated with the primeval history in the Genesis. Through a close reading of ancient noncanonical sources such as the Book of Enoch, Jubilees, and the Life of Adam and Eve, as well as Jewish traditions represented in Josephus, Philo, and Rabbinic literature and other accounts presented in early Christian and Gnostic texts, we will investigate the ways in which the elliptical style of Genesis generated a massive body of ancient folklore, creative exegesis, and explicit literary re-imagining of the early history of humankind. We will then turn to some continuations of these variant traditions in medieval literature, with particular attention to the material on the figures of Cain and Noah. *All readings are in translation.*

**Class Format:** For the fall of 2020, this course will be taught online. The seminar will meet at the regularly scheduled time twice a week.

**Requirements/Evaluation:** Class participation and several writing assignments.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** If the class is overenrolled, preference will be given to students who have already taken a course in Biblical literature.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 250 (D1) REL 207 (D2) JWST 207 (D2) CLAS 207 (D1)

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 208 (S) Genesis: The Family Saga**

**Cross-listings:** COMP 207 REL 208 JWST 208

#### **Primary Cross-listing**

The Book of Genesis has rightly been described as the masterpiece of Hebrew biblical narrative. In particular, the continuous tale that begins with Abraham and Sarah and extends four generations to the children of Jacob, Leah, and Rachel is one of the most extraordinary examples of literary artistry in any time or tradition. As one family wrestles with the promise of becoming a chosen people, the narrative explores themes of marriage,

parenthood, sibling rivalry, land, violence, wandering, and, above all, the complex relationship between humanity and God. This course will examine those themes through a close reading of Genesis in translation, from Abraham and Sarah's first appearance on the scene to the death of Jacob. We will consider the text from multiple perspectives with an eye toward understanding the literary, philosophical, and psychological dimensions that continue to amaze and perplex readers to this day.

**Requirements/Evaluation:** class participation, a series of short writing assignments, and two longer papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students who have already taken a course in Biblical literature

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 207 (D2) REL 208 (D2) JWST 208 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 209 (S) Jewish America**

**Cross-listings:** REL 209 JWST 209

Primary Cross-listing

Who and what counts as "Jewish" in America? Does stand-up comedy have a distinctly Jewish pedigree? What about neoconservatism? How is it possible to answer such questions without falling into what David Hollinger has called the "booster-bigot trap"? How is it possible, that is, to avoid answers that uncritically celebrate "Jewish contributions" or perniciously suggest "Jewish influence"? This course will explore the various meanings of Jewishness in American culture as expressed by artists, rabbis, activists, intellectuals, boosters, bigots and others. We will seek to avoid the booster-bigot trap by focusing vigilantly on what is at stake wherever Jewishness is invoked, defined or ascribed. We will draw methodological support from scholars like Hollinger, Jonathan Freedman, Laura Levitt, Yuri Slezkine, Shaul Magid, Andrea Most and others. Particular attention will be given to the appearance of Jewish themes and involvement in popular culture and political action, as well as to Jewish American communal institutions, the everyday lives of Jewish Americans, and Jewish variations on American religion. Coursework will involve some historical, sociological and ethnographic readings, but will focus primarily on close analysis of films, literary fiction, stand-up comedy, political magazines, theological texts, and television shows. We may, for instance, watch films like *The Jazz Singer* (1927 and 1980), *Exodus* and *Annie Hall*; read John Updike's *Bech: A Book*, Philip Roth's *Operation Shylock* or Cynthia Ozick's *The Puttermesser Papers*; listen to the comedy of Mort Sahl, Lenny Bruce and Sarah Silverman; read from Henry Ford's *Dearborn Independent*, the *Menorah Journal* or *Commentary*; study works by Rabbis Stephen Wise, Abraham Joshua Heschel and Meir Kahane; and watch episodes of *Bridget Loves Bernie*, *Northern Exposure* and *Curb Your Enthusiasm*. We will also study arguments about the role and meaning of Jewishness in American secularization, "therapeutic culture," the civil rights movement, the sexual revolution, and feminism.

**Requirements/Evaluation:** class participation, two short papers, a midterm take-home exam, and a final paper interpreting an example of Jewishness in America chosen by the student

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and students who are interested in either of these options

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 209 (D2) JWST 209 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 210 (S) Distant Encounters: East Meets West in the Art of the European Middle Ages**

**Cross-listings:** ARAB 212 REL 210 ARTH 212

**Secondary Cross-listing**

This lecture course will investigate the rich artistic consequences -- in architecture, manuscript illumination, mosaic, sculpture, panel painting, fresco, metalwork, and other minor arts -- of European contact with the Eastern Mediterranean between approximately 300 and 1450 CE. From the beginnings of Christianity, pilgrims from Europe made the long journey to sacred sites in the Holy Land (extending across parts of present-day Egypt, Israel, Syria, and Turkey). When these sites became less accessible with the spread of Islam in the seventh century, Europeans sought to recreate the sites at home. Later, from 1095 onward, Christian Europeans attempted to reclaim and hold the Holy Land from non-Christians by force, through an ill-fated series of five major and several lesser "crusades." Over the centuries, before, during, and after the Crusades, exposure to the peoples, ideas, and cultures of the Eastern Mediterranean also came through trade and through the travel and settlement of non-Europeans in Europe itself, particularly in Spain, Sicily, and Venice. Through all of these centuries, moreover, the Christian empire of Byzantium, focused on its great capital of Constantinople (present-day Istanbul), interacted in myriad ways, both friendly and hostile, with the polities of Western Europe. The course will explore artistic production within each of these different cross-cultural contexts of East-West encounter. In the process, we will reflect on how art could function as a conduit for the exchange of ideas in the Middle Ages, and how it could be used both to negotiate and to intensify cultural difference.

**Requirements/Evaluation:** 6-8-page paper, quiz, midterm, final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first- and second-year students, but open to all

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 212 (D1) REL 210 (D1) ARTH 212 (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Peter D. Low

**REL 211 Christians versus Pagans: Ancient Egypt**

This course explores the religious terrain of ancient Egypt in the Greek and Roman periods. Focused mostly on the rise of Christianity, this course asks big questions about what changes and what stays the same when major religious movements emerge in a place. What parts of Christianity were new to Egypt and were premised upon a rejection and displacement of Egyptian religious practices and beliefs? What parts of Egyptian religious life, rather than being replaced or transformed by Christianity, were adopted into Christianity? And what parts of Egyptian religious practice resisted Christianity? And how and where did it resist?

**Requirements/Evaluation:** 1-2 page weekly papers, final paper, participation

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion Majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D2)

**Not offered current academic year**

**REL 213 (F) Patrons, Rituals, and Living Images in Japanese Buddhism**

**Cross-listings:** ASIA 205 REL 213 ARTH 205

**Secondary Cross-listing**

This course introduces students to Buddhist art and architecture in Japan from its introduction in the sixth century through the present. We focus on the ways different communities--the imperial court, immigrant artists, monks, women, and commoners--employed and venerated Buddhist images for

political legitimacy, personal salvation, and worldly benefit. This course also examines how Japanese Buddhist imagery became aestheticized in the early twentieth century and appropriated later in modern and contemporary visual cultures. Some of the topics to be discussed include the reception of continental styles of Buddhist sculpture, the relationship between mandalas and rituals, the role of women in developing Buddhist embroideries, and the Western reappraisal of Zen arts. Students will develop familiarity with the concepts and ideas underlying the production of Buddhist images and will gain foundational skills in analyzing the visual, material, and iconographic qualities of Japanese Buddhist art. For the final project, students will design a digital exhibition focused around one of the topics of the course.

**Requirements/Evaluation:** attendance, class participation, 4 reading and object response papers (2-3 pages), midterm, non-cumulative final exam, and digital exhibition project with an 8-10 minute presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** First and second-year students, but open to all

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 205 (D1) REL 213 (D2) ARTH 205 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **REL 215 (F) Religion & Bible in Latinx Literature, Memoir, Art & Film**

**Cross-listings:** LATS 219 REL 215

Secondary Cross-listing

This course will examine how a broad, but selective, range of Latinx writers and artists -- particularly in fiction, film, visual arts, and biography -- depict, describe, and discuss religious themes, including from the Bible and other relevant "scriptures." Latinx-authored novels memoirs, and autobiographies, artwork by Latina/x visual artists, and films on Latinx themes and communities will be read and viewed to facilitate discussion about what it means to be religious and Latinx; how Latinx peoples read and depict their scriptures; and how such depictions promote or deter understanding of *Latinidad* in the U.S.A.

**Requirements/Evaluation:** In this course, students will read and write short essays about novels and memoirs (4-5 pages), critically analyze film and artwork in short papers (3-4 pages), and write a research paper (8-10 pages) that analyzes the nexus of Latinx religion and art, whether fiction, film, memoir, or the visual arts. Attendance, participation, Glow discussion forums, and written assignments will all constitute assessment tools for this course.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students with at least one prior Religion course will be given preference if an enrollment overload. Also sophomores, juniors, and seniors will be given preference over first year students.

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 219 (D2) REL 215 (D2)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

### **REL 216 (S) Greek Art and the Gods**

**Cross-listings:** ARTH 238 REL 216 CLAS 248

**Secondary Cross-listing**

In the *Iliad*, when the god Apollo is visualized, it is as a man, angry in his heart, coming down from the peaks of Olympos, bow and quiver on his shoulders, the arrows clanging as the god moves, "like the coming of night," to bring dogs, horses, and men to their deaths. By the end of the Classical period, one statue of the archer god depicted him as a boy teasing a lizard. In this course, we will examine the development of the images the Greek gods and goddesses, from their superhuman engagement in the heroic world of epic, to their sometimes sublime artistic presence, complex religious function, and transformation into metaphors in aesthetic and philosophical thought. The course will cover the basic stylistic, iconographical, narrative, and ritual aspects of the gods and goddesses in ancient Greek culture. The course will address in detail influential artistic monuments, literary forms, and social phenomena, including the sculptures of Olympia and the Parthenon; divine corporeality in poetry; the theology of mortal-immortal relations; the cultural functions of visual representations of gods, and the continued interest in the gods long after the end of antiquity. Readings assignments will include selections from Homer, Hesiod, Sappho, Aischylos, Euripides, Plato, Walter Burkert, Jean-Pierre Vernant, Nikolaus Himmelmann, Erika Simon, and Friedrich Nietzsche.

**Class Format:** discussion

**Requirements/Evaluation:** short writing assignments, midterm exam, final exam, final paper

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** preference will be given to pre-registered Art-History majors needing to fulfill the pre-1800 requirement; otherwise, the course is open to any interested student

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 238 (D1) REL 216 (D1) CLAS 248 (D1)

**Attributes:** ARTH pre-1800 Courses

**Not offered current academic year**

**REL 217 (F) Religion and American Politics**

**Cross-listings:** REL 217 HIST 257

**Primary Cross-listing**

In this course, students will explore the history of religion and American politics, from the colonial era to the present. In the process, they will tackle such questions as: Were Anglo-American colonies 'cities on a hill' or bastions of intolerance? Was the First Amendment designed to protect the state from religion, or religion from the state? Has American religion primarily served to justify the *status quo* or inspire revolutionary change? How have religious ethics shaped responses to racial, gender, and class inequality? How has religious conflict impacted civic unity and political polarization? What role *should* religion play in American political life? The course will cover such topics as: Anglo-colonial treatment of heretics and blasphemers; the meaning of the First Amendment; religious conflict over slavery; state regulation of sexuality and polygamy; state treatment of religious minorities; the Scopes Trial and scientific modernity; Christian responses to industrial capitalism; theologies of civil disobedience and nonviolence; and 20th-century religious battles over school prayer, civil rights, the military draft, abortion, and democracy itself.

**Requirements/Evaluation:** Class participation; five informal response papers (350-450 words); two unit papers (4-6 pages); final paper (8-10 pages).

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 20

**Enrollment Preferences:** Religion and History majors, in order of descending seniority.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 217 (D2) HIST 257 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### REL 218 (F) Foundations of China

**Cross-listings:** REL 218 ANTH 212 GBST 212 HIST 214 ASIA 211 CHIN 214

#### Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218 (D2) ANTH 212 (D2) GBST 212 (D2) HIST 214 (D1) ASIA 211 (D1) CHIN 214 (D1)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

### REL 219 (F) Realizing Utopias

**Cross-listings:** STS 219 REL 219

#### Primary Cross-listing

***Our world can be better.*** We are faced with unfolding global catastrophes, such as the pandemic, anthropogenic climate change, economic crises, racialized injustice, and political polarization, and many people seem to have lost their capacity to imagine better futures. Perhaps that is why we as a society have no problem picturing the end of the world--fictional dystopias and apocalypses are abundant while (e)utopias are scarce. This a problem because, as numerous political theorists have observed, it is hard to organize meaningful change around cynicism and nihilism. But our dystopian present makes it even more important to imagine and even realize utopias. This course will help us do so. Our core collective goal will be to explore pragmatic realizations of radical hope. Complementing urgent efforts to resist or mitigate intense injustice in the present, we will aspire to articulate bold visions for emancipatory communities of the future. Rather than primarily focusing on the limitations of existing institutions, this seminar will treat these as problems to be solved rather than as reasons to accept the status quo, and we will embrace affirmative projects of designing the frameworks for better worlds. But we also don't want to blind ourselves to the challenges of being visionary. In brief, we will engage in serious explorations of the underlying principles and rationales for various emancipatory political communities while also pragmatically assessing their potential difficulties. We will spend the first part of the course reading political theory (on issues such as resource allocation, collective decision making, and social justice) alongside various artistic and political manifestos. We will spend one week reading utopian novels (including as possibilities socialist, anarchist, techno-futurist, ecotopias, Afrofuturist, queer utopias, and many more). But the majority of the course will be project-based. Students will form small teams to engage in radical thought experiments and then construct and refine their ideas of better possible societies/political communities. These teams will produce 1) policy papers to address how their utopian societies would deal with real world issues, and 2) artifacts (such as art, manifestos, pamphlets, short stories, videos, or the like) that might appear in the futures they envision, exploring both their ideals and their limits. The semester will culminate in a public exhibition of these works. Thinkers to be considered may include: Marx & Engels, José Esteban Muñoz, Boaventura de Sousa Santos, Lucy Sargisson, David Schweickart, Colin Ward, Erik Olin Wright, and others.

**Requirements/Evaluation:** attendance and participation, short writing assignments, group policy papers, and artifacts (e.g., art, manifestos, pamphlets, short stories, or videos) for end of semester exhibit.

**Prerequisites:** none.

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled students will be asked for a statement of interest and utopian project idea.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 219 (D2) REL 219 (D2)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Jason Josephson Storm

### **REL 220 (F) History of Islam and the Middle East since 1453**

**Cross-listings:** HIST 206 REL 220 ARAB 206

#### **Secondary Cross-listing**

This course offers an introduction to the major political and societal institutions that evolved under the aegis of what we might call "Islamic civilization" since the Ottoman conquest of Byzantine Constantinople in 1453. The principal geographic areas covered are the Middle East, North Africa, and to some extent the Balkans. Major topics include the rise of the Ottoman sultanate and their consolidation of rule, the Persian Safavid Empire, the rise of Western intervention and colonialism, nationalism, and state formation, and the challenges of and responses to modernization.

**Requirements/Evaluation:** attendance, participation, map exercise, 2 papers, midterm and take-home final

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** History and Arabic Studies majors, seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 206 (D2) REL 220 (D2) ARAB 206 (D2)

**Attributes:** HIST Group E Electives - Middle East HIST Group P Electives - Premodern

**Not offered current academic year**

### **REL 222 (F) The Jewish Art of Interpretation**

**Cross-listings:** JWST 222 REL 222 COMP 211

#### **Primary Cross-listing**

*Turn it and turn it, for everything is in it.* This famous rabbinic dictum offers an enigmatic yet comprehensive account of the principles that have defined the Jewish practice of interpretation for over two millennia. The imperative to keep a text, word, image, or concept in constant motion, in order to generate as many meanings and cross-meanings as possible, challenges us to transform the act of interpretation itself into a virtuosic craft or art that can engage the human imagination as diversely and powerfully as the creation of the works being interpreted. At the same time, emphasis on the dynamism between text and interpreter should dispel the notion that only expansive works have expansive meanings. If interpretation itself is an art, then even the shortest text can contain "everything" within it when it participates in that art. This course will engage students in a radical experiment in the art of interpretation. Through a deep encounter with a selection of miniature texts, ranging from ancient rabbinic proverbs and medieval fables to the modern parables and fragments of Franz Kafka, as well as folklore and jokelore from every period in Jewish history up to the present, we will develop an interpretive practice that combines analytic, critical, and creative principles in both written and oral contexts. The goal throughout is to explore interactively how the making of meaning is an integral part of the human experience.

**Requirements/Evaluation:** class participation, regular short written and oral assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 222 (D2) REL 222 (D2) COMP 211 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 224 (S) U.S. Latinx Religions**

**Cross-listings:** AMST 224 REL 224 LATS 224

#### **Secondary Cross-listing**

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices --such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Muslims, and Santería--by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, short writing exercises, a 3-page essay, a 5-page essay, and an 8-12-page final review essay/project

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators and AMST and REL majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 224 (D2) REL 224 (D2) LATS 224 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

### **REL 232 (S) Islam in Africa (DPE)**

**Cross-listings:** HIST 202 GBST 232 AFR 232 REL 232 ARAB 232

#### **Primary Cross-listing**

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

**Requirements/Evaluation:** Two essays during the semester and final project.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** REL, HIST, ARAB, AFR, GBST majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 202 (D2) GBST 232 (D2) AFR 232 (D2) REL 232 (D2) ARAB 232 (D2)

**Difference, Power, and Equity Notes:** The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

**Attributes:** HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

### **REL 235 (S) The Garden in the Ancient World**

**Cross-listings:** COMP 235 REL 235 CLAS 235 ENVI 232

#### **Secondary Cross-listing**

Drawing on the literature, art, and archaeology of ancient gardens and on real gardens of the present day, this course examines the very nature and experience of the garden and the act of gardening. Using a multi-disciplinary approach, we will explore the garden as a paradise; as a locus for philosophical discussion and religious encounter; as a site of labor, conquest, and resistance; and as a place for solace, inspiration, and desire. This course will be grounded in crucial readings from antiquity, such as the Hebrew Bible, Homer, Sappho, Cicero, Lucretius, Vergil, Horace, Columella, and Augustine, and in the perspectives of more modern writers, from Jane Austen and Tom Stoppard to contemporary cultural historian George McKay. Ultimately, our goal is to analyze conceptions and expressions of beauty, power, and love-in the garden. All readings are in translation.

**Requirements/Evaluation:** class participation, short written assignments, and a final project

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Classics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 235 (D1) REL 235 (D2) CLAS 235 (D1) ENVI 232 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

**Not offered current academic year**

### **REL 236 (S) Reading the Qur'an**

**Cross-listings:** ARAB 236 REL 236 COMP 213 GBST 236

#### **Primary Cross-listing**

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and

passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

**Requirements/Evaluation:** class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Arabic Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 236 (D2) REL 236 (D2) COMP 213 (D1) GBST 236 (D2)

Not offered current academic year

### **REL 237 (S) Islam in the United States: Race, Religion, Politics (DPE)**

**Cross-listings:** REL 237 AFR 237 AMST 237

Primary Cross-listing

Malcolm X is one of the most iconic yet controversial figures in the black freedom struggle in the United States. He is also arguably the most prominent and influential Muslim in the history of the United States. His story and legacy powerfully illustrate the complex intersections of Muslim identity, political resistance, and national belonging. From the early period of "Black Muslim" movements represented by Malcolm X, to the current "War on Terror" era, American Muslims have faced a complex intersection of exclusions and marginalization, in relation to national belonging, race, and religion. Taking Malcolm X as our point of departure, this course examines how American Muslims have navigated these multiple layers of marginalization. We will therefore consider how the broader socio-political contexts that Muslims are a part of shape their visions of Islam, and how they contest these competing visions among themselves. In so doing, we will examine the complex relation between religion, race, and politics in the United States. Throughout the course, we will be engaging with historical and anthropological material, autobiographies, comics, documentaries, films, historical primary-source documents, and social media materials. The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

**Requirements/Evaluation:** regular reading responses, midterm essay, final exam/essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors and concentrators in REL, AFR, and AMST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 237 (D2) AFR 237 (D2) AMST 237 (D2)

**Difference, Power, and Equity Notes:** The course fosters critical thinking about diversity by challenging assumptions of who Muslims are, what being American means, and what Islam is. It also focuses on the complex interaction of different dimensions of diversity, from religion to ideology, race, nationality, ethnicity, culture, gender, and language.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **REL 238 (F) Islam and Reason (DPE)**

In an essay on the "reality of Islam," the popular New Atheist writer, Sam Harris, concludes: "All civilized nations must unite in condemnation of a theology that now threatens to destabilize much of the Earth... It is time we realized that the endgame for civilization is not political correctness. It is not respect for the abject religious certainties of the mob. It is reason." These words forcefully express the common sentiment that the fanatical blind faith

demanding by "mainstream Islam" poses a major threat to the so-called civilized world. Islam is thus seen as exemplifying the irrational dogmatism of religion par excellence. This course will critically examine such assumptions, by exploring how Muslim philosophers and theologians throughout the history of Islam have addressed a variety of questions, such as: Is faith compatible with reason and rationality? What is the relation between reason and scripture? What modes of perception, reasoning, and knowledge are involved in religious belief? What room is there for doubt, skepticism, and critique in Islam? We will explore these questions through an array of primary and secondary readings in Islamic theology, philosophy, mysticism, and ethics, as well as anthropological engagements with lived Islam. Through these explorations, we will also critically reflect on our own cultural assumptions about religious belief, the nature of reason and knowledge, and the politics and power-dynamics of reason and rationality.

**Requirements/Evaluation:** Regular discussion posts; Midterm essay; Final essay

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course requires students to engage deeply with a very different philosophical universe than that of the modern West. This is also meant to prompt a critical engagement with our own cultural and philosophical assumptions about reason, knowledge, and religious belief. Finally, we will also reflect on the politics and power-dynamics of reason and rationality, considering how dominant modes of thinking are designated as "reason" and others are relegated to being objects of critique.

**Attributes:** PHIL Related Courses

Not offered current academic year

### **REL 239 (F) The Modern Middle East (DPE)**

**Cross-listings:** HIST 207 JWST 217 REL 239 GBST 101 LEAD 207 ARAB 207 GBST 102

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

**Expected Class Size:** 30-40

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 207 (D2) JWST 217 (D2) REL 239 (D2) GBST 101 (D2) LEAD 207 (D2) ARAB 207 (D2) GBST 102 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

### **REL 241 (F) History of Sexuality**

**Cross-listings:** REL 241 HIST 292 GBST 241 WGSS 239

**Primary Cross-listing**

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 241 (D2) HIST 292 (D2) GBST 241 (D2) WGSS 239 (D2)

**Attributes:** HIST Group G Electives - Global History

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**REL 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Primary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

### REL 243 (F) Islamic Law: Past and Present

**Cross-listings:** ARAB 243 WGSS 243 REL 243 HIST 302

**Primary Cross-listing**

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

**Requirements/Evaluation:** weekly responses, four 2- to 3-page essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

### REL 244 (S) Mind and Persons in Indian Thought

**Cross-listings:** PHIL 245 ASIA 244 REL 244

**Primary Cross-listing**

In this course, we follow the Indian philosophical conversation concerning the self and the nature of consciousness, particularly as they are found in its various Yogic traditions. We start with some of the Hindu views about the self and the mind and consider their ethical implications. We then consider a range of Buddhist critiques of these views, focusing more particularly on the Madhyamaka, which radicalizes the critique of the self into a global anti-realist and skeptical stance. We also examine the Yogacara school, which offers a process view of reality focusing on the analysis of experience. We conclude by considering some of the later Hindu holistic views of the self as responses to the Buddhist critique. In this way we come to realize that far from being the irrational foil of "the West," Indian tradition is a rich resource for thinking through some of the central questions that have challenged philosophers in both traditions.

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and participation, three short essays (6 pages each)

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** selection based on the basis of relevant background

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 245 (D2) ASIA 244 (D2) REL 244 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Spring 2023

LEC Section: 01 M 7:00 pm - 9:40 pm Georges B. Dreyfus

**REL 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)**

**Cross-listings:** ASST 246 ASIA 246 REL 246 ANTH 246 WGSS 246

**Primary Cross-listing**

This tutorial considers India's multiple and intersecting identities, in relation to climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. We examine the intersectional identities that produce solidarity and opposition within landscapes always already structured by power and inequity. How do communal and individual identities such as gender, class, caste, sexuality or religion shape social conflict and ongoing struggles for power in India today? We examine key moments in Indian history that that continue to produce social conflict and fluidity such as Partition, the riots in Gujarat, Hyderabad, and Delhi that have shaped the modern landscape of communal identity, as well as the contested border such as Ladakh as well as Jammu & Kashmir. Our readings will include ethnographic, sociological, historical fiction, and oral history. Students choose their own topics to delve into for final weeks of the semester.

**Class Format:** Meeting weekly in pairs with tutorial partner to discuss texts and student essays.

**Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Anthropology, Sociology, Religion, Women's, Gender & Sexuality Studies, concentrators in Asian Studies, STS

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 246 (D2) ASIA 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

**Writing Skills Notes:** This tutorial involves weekly essays of 1500 words or oral responses, intensive feedback on writing, and individual writing chats with instruction in the middle of the semester.

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity are sources of struggle and division within Indian society. It analyzes the intersectional identities of class, caste, gender, and religion in shaping differential access to power and equity within India today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**REL 247 (S) Anti-Muslim Racism: A Global Perspective (DPE)**

**Cross-listings:** PSCI 244 GBST 243 REL 247

**Secondary Cross-listing**

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be

relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

**Requirements/Evaluation:** Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Global Studies concentrators and Religion majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Also qualifies for the GBST Urbanizing World track

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 244 (D2) GBST 243 (D2) REL 247 (D2)

**Difference, Power, and Equity Notes:** The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

**REL 249 (S) Anti-Semitism (DPE)**

**Cross-listings:** JWST 249 REL 249

**Primary Cross-listing**

This course will investigate intellectual traditions, political movements, and cultural objects that portray Jews, Jewishness, or Judaism as essentially pernicious. We will analyze materials from a variety of times and places, including the ancient world, the medieval period, and the present day. We will assess the impact of anti-Semitism on the lives of Jews and non-Jews. But we will also read theoretical approaches to the study of anti-Semitism that raise key questions for our investigation. Where does the term "anti-Semitism" come from and how exactly should it be defined? Is anti-Semitism a continuous phenomenon that connects every claim of Jewish perniciousness, wherever it is alleged, for over two thousand years of human history? Or should every context be treated as fundamentally distinct, so that the claim of Jewish perniciousness is presumed to have a distinct meaning, origin, and purpose in each case? What motivates charges of Jewish perniciousness? What are the particular threats typically alleged to be posed by Jews, Jewishness, and Judaism? How do constructions of Jewish perniciousness fit with constructions of race, gender, ethnicity, religion, class, sexuality, and nationality in different times and places?

**Requirements/Evaluation:** Three 5-7 page papers, class participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Jewish Studies concentrators, Religion majors, and students who have taken JWST 203

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 249 (D2) REL 249 (D2)

**Difference, Power, and Equity Notes:** This course will introduce students to discursive, institutional, and social structures that have organized the stigmatization, domination, and persecution of Jews in various geographic locations for over two thousand years. An understanding of these structures

is crucial to understanding contemporary dynamics of difference and power. Students will also learn how anti-Semitism intersects with constructions of race, gender, class, religion, ethnicity, and nation.

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 250 (F) Scholars, Saints and Immortals: Virtue Ethics in East Asia**

**Cross-listings:** ASIA 250 REL 250

#### **Primary Cross-listing**

In East Asian cultures, as in the United States, popular conceptions of morality typically take their shape, not from explicit rules, but from *moral paragons*--stylized figures that are said to embody a distinctive cluster of virtues. For example, American Christians invoke not only Jesus, but also a pantheon of "secular saints" as diverse as Martin Luther King Jr. and General Patton, George Washington and Cesar Chavez. This course will explore the cultural functions of moral paragons and philosophies of virtue in East Asia by introducing students to examples from Chinese and Japanese history, ranging from Confucian articulations of the ideal scholar-bureaucrat to Buddhist conceptions of the Bodhisattva to Taoist immortals. It will also address the history of ethical thought in East Asia, focusing particular attention on conceptions of "Virtue Ethics." This approach has come to be seen by some contemporary analytic philosophers as a way out of the impasse produced by ethical relativism and the loss of theological rationales for moral action. Readings will include Euro-American philosophers such as Nietzsche and MacIntyre as well as primary texts in translation by Chuang-tzu, Confucius, Shantideva and others. The fall 2021 iteration of the course will have a special focus with a few additional readings on idealized communities and political "utopias."

**Class Format:** discussion

**Requirements/Evaluation:** active participation, short writing assignments, midterm, and a self-scheduled final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Religion and Asian Studies majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 250 (D2) REL 250 (D2)

**Attributes:** GBST East Asian Studies Electives PHIL Related Courses

Not offered current academic year

### **REL 254 (S) The Theory and Practice of Meditation in the Modern World**

This course invites students to examine theoretically and experientially meditation. Throughout the course, we examine meditations belonging to various Buddhist traditions through our own practice. We study some of the manuals where these meditations are taught and connect these practices to some of the more important ideas of the tradition. In studying and practicing meditation, we follow a gradual approach, starting from the most basic practices to more advanced ones. We also connect the practices and ideas we consider with modern scientific approaches, examining practices such as mindfulness therapy and the practice of positive emotions from a psychological perspective. In the process, we re-contextualize Buddhist ideas by connecting them with modern approaches, particularly those inspired by biology, psychology and ecology. Throughout the course, students will keep a daily practice of meditation and record their experiences in a journal so as to be able to come to an informed understanding combining a theoretical grasp of the issues raised by meditation and their own personal appreciation.

**Class Format:** mixture of lecture, discussion, and practice of meditation

**Requirements/Evaluation:** full attendance and participation, regular practice of meditation, two middle-length essays, and a meditation journal

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Religion majors, students who have taken REL 288

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

**REL 255 (F) Buddhism: Ideas and Practices**

**Cross-listings:** ANTH 255 REL 255 ASIA 255

**Primary Cross-listing**

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

**Class Format:** discussion

**Requirements/Evaluation:** full attendance and active participation; two essays

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 255 (D2) REL 255 (D2) ASIA 255 (D2)

**Attributes:** GBST South + Southeast Asia Studies Electives PHIL Related Courses

Fall 2022

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

**REL 259 (S) Ethics of Jewish American Fiction**

**Cross-listings:** ENGL 259 JWST 259 REL 259

**Primary Cross-listing**

After the Second World War, Jewish American writers who wrote about Jewish characters and Jewish themes were increasingly celebrated as central figures in American fiction. Isaac Bashevis Singer, Bernard Malamud, Saul Bellow, Cynthia Ozick and Philip Roth are among those who gained prominence in this period. These writers were literary innovators and often addressed broad humanistic themes. But they also struggled with profound questions that arose in the postwar period about Jewishness, the legacy of the Holocaust, and what it means to be an American. In this course we will read the above authors and others. We will focus, in particular, on the distinctive ethical and political ideas, emotions, and aspirations that animate their work. The course will begin with a study of theoretical approaches that will provide the basis for our ethical criticism: we will read, for instance, Lionel Trilling, Wayne Booth, Martha Nussbaum, and Noël Carroll. Then we will delve into the fiction, following a trail that begins in the postwar period and continues in fictions by Erica Jong, Rebecca Goldstein, Michael Chabon, Gary Shteyngart, and others. Can we find a distinctive Jewish American ethics in Jewish American fiction?

**Requirements/Evaluation:** class participation, one take-home exam on theoretical approaches to ethical criticism; four short essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and English majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 259 (D1) JWST 259 (D2) REL 259 (D2)

**Attributes:** JWST Core Electives

Not offered current academic year

### **REL 261 (F) Rastafari: Dread, Politics, Agency**

**Cross-listings:** REL 261 AFR 299 PSCI 233

#### **Secondary Cross-listing**

The emergence of Rastafari in the twentieth century marked a distinct phase in the theory and practice of political agency. From its heretical roots in Jamaica, Garveyism, Ethiopianism, and Pan-Africanism, Rastafari has evolved from a Caribbean theological movement to an international political actor. This course investigates the political theory of Rastafari in order to develop intellectual resources for theorizing the concept of agency in contemporary Africana thought and political theory. We will analyze texts and audio-visual works on the political economy of late colonial Jamaica, core Rastafari thinking, political theology, the role of reggae music, the notion of agency, and the influence of Rastafari on global politics.

**Requirements/Evaluation:** attendance and participation, weekly reading e-response papers, two short essays, and a 12- to 15- page final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana Studies concentrators and majors in Political Science and Religion

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 261 (D2) AFR 299 (D2) PSCI 233 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

### **REL 262 (S) Time and Blackness**

**Cross-listings:** AFR 208 AMST 208 REL 262

#### **Secondary Cross-listing**

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

**Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 208 (D2) AMST 208 (D2) REL 262 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

TUT Section: T1 Cancelled

### **REL 263 (F) Giving God a Backbeat: Rap Music, Religion & Spirituality**

**Cross-listings:** AFR 221 REL 263

#### **Secondary Cross-listing**

On the surface, religion and rap music may seem as if they have little in common. Yet, like other Black musical traditions such as spirituals and the blues, rap is rooted in African American religious traditions. In this course, we will explore the ways in which rap music intersects with the sacred and secular worlds. Through an examination of black religious traditions, lyrics, music videos, and digital media, we will unearth what Anthony Pinn calls the "spiritual and religious sensibilities" of rap music. Grounded in culture-centered criticism, we will investigate the rhetoric of rap and religion through the theoretical ideas of Black Liberation Theology and hip-hop feminism.

**Requirements/Evaluation:** students will be evaluated on their class participation, Twitter threads, response papers, quizzes, and a final class group project

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** First year, sophomore, and juniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 221 (D2) REL 263 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives

Fall 2022

SEM Section: 01 Cancelled

### **REL 264 (F) The Bible and Slavery (DPE)**

**Cross-listings:** REL 264 AFR 264

#### **Primary Cross-listing**

This course will examine issues related to the intersection of "slavery" and "Bible." We will consider topics as varied as the story of Israel's deliverance from Egyptian bondage, the laws surrounding slavery in the Torah, the continuation of slavery into early Christianity, and the arguments surrounding slavery in the United States in the antebellum period. Our conversation will tackle a series of questions including the following ones: What role did these themes play in later Jewish communities? What role did the enslaved play in the development of the Christ-following communities? What were the key passages (and, arguments) supporting the racialized version of U.S. slavery? What are the legacies of the history of slavery that continue to haunt us?

**Requirements/Evaluation:** class participation, short (2-3 page) writing assignments, one (mid-term) examination, and a final 8-10 page paper

**Prerequisites:** none, although a previous course on religion is recommended

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors or at least one course in Religion

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 264 (D2) AFR 264 (D2)

**Difference, Power, and Equity Notes:** This course will address discursive and institutional bases of oppression that remain potent in the United States and beyond. An understanding of slavery as a thematic element in Biblical texts (and their ongoing reception) is indispensable to the critical analysis of racial injustice and human freedom.

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Emerson B. Powery

**REL 268 (F) Where are all the Jews?** (DPE) (WS)

**Cross-listings:** REL 268 ARAB 363 COMP 363 JWST 268

**Secondary Cross-listing**

Until four decades ago, many Maghrebi and Middle Eastern cities and villages teemed with Jewish populations. However, the creation of the Alliance Israelite Universelle's schools (1830s), the establishment of the State of Israel in 1948, the decolonization process in the Maghreb and the Middle East, and the Arab defeat in the Six-Day War accelerated the departure of Arab and Berber Jews from their homelands to other destinations, including France, Israel, Canada, the United States, and different Latin American countries. Arab and Berber Jews' departure from their ancestral lands left a socioeconomic and cultural void that Maghrebi and Middle Eastern cultural production has finally started to address, albeit shyly. The course will help students understand the depth of Jewish life in the Maghreb and the Middle East, and interrogate the local and global factors that led to their disappearance from both social and cultural memories for a long time. Reading fiction, autobiographies, ethnographies, historiographical works, and anthropological texts alongside documentaries films, the students will understand how literature and film have become a locus in which amnesia about Arab/Berber Jews is actively contested by recreating a bygone world. Resisting both conflict and nostalgia as the primary determinants of Jewish-Muslim relations, the course will help students think about multiple ways in which Jews and Muslims formed communities of citizens despite their differences and disagreements.

**Requirements/Evaluation:** 400-word weekly, focused responses on Glow; a book review (600 words); two five-page papers as mid-terms; one ten-page final paper; one presentation.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** students interested in critical and comparative literary, religious or historical studies.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 268 (D2) ARAB 363 (D1) COMP 363 (D1) JWST 268 (D2)

**Writing Skills Notes:** Students are required to present an outline of their papers before submitting a draft paper. The professor will give feedback on each written work to improve students' writing skills. Students are required to incorporate the feedback to improve their drafts before they become final. Students will receive detailed and consistent feedback about their writing in Arabic language. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Students in this course will understand the historical process that lead to the disappearance of Arab/Berber Jews. Students also will work out alternative ways to grasp Jewish-Muslim relations beyond nostalgia and conflict. Finally, students enrolled in the course will grapple with and try to disentangle the complexity of Jewish-Muslim citizenship in both pre-colonial and postcolonial contexts.

**Attributes:** JWST Core Electives

**Not offered current academic year**

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

### Primary Cross-listing

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

### REL 270 (F) Reading Jesus, Writing Gospels: Christian Origins in Context (WS)

**Cross-listings:** REL 270 COMP 263 CLAS 270

### Primary Cross-listing

What were the religious and cultural landscapes in which Christianity emerged? How did inhabitants of the ancient Mediterranean world speak about the concept and significance of religion? How have scholars of early Christianity answered these questions? What are the implications of their reconstructions of early Christian history? The course is divided into four parts. The first part establishes the interpretive approach of the course. The second part of this course addresses these questions by examining the formation of Christianity from its origins as a Jewish movement until its legalization, using a comparative socio-historical approach. The third part of the course focuses on the earliest literature produced by the Jesus movement and consider it within a comparative framework developed in the first half of the course. The final part of the course emphasizes modern interpretations of Jesus and the Jesus movement; here we shall be examining how scholars make use of ancient materials to frame their arguments.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** three 3-page papers (with revisions), one 5- to 7-page paper (that builds on one of the earlier 3 page papers), and a final paper (7-10 pages, that draws on some of the earlier writing in addition to new writing)

**Prerequisites:** none; open to all

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores, especially potential majors in Religion, Classics, and Comparative Literature

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 270 (D2) COMP 263 (D2) CLAS 270 (D1)

**Writing Skills Notes:** Students will write a series of short essays, with required revisions, to develop their skills in close reading of ancient texts and interpretive analysis of modern scholarship about Christian origins. In each successive section of the course, writing from the prior unit will inform the subsequent papers.

Not offered current academic year

### **REL 272 (F) Art of the Noble Path: Buddhist Material Culture Across Asia**

**Cross-listings:** REL 272 ARTH 272 ASIA 272 ASST 272

#### **Secondary Cross-listing**

Buddhism has spread throughout Asia and beyond since its emergence in India in the 5th century BCE, providing a shared philosophical and cosmological framework for diverse cultures. Artistic expression, regional politics and cultural landscapes have been shaped by its remarkable influence. With patrons ranging from powerful monarchs and monks to merchants and tradespeople, Buddhist art has historically reflected the religion's social inclusivity. This course will survey the architecture, painting and material culture of Buddhism in Asia, tracing its influence in diverse media, from rock-cut architecture to Zen painting. A close reading of primary texts, such as architectural inscriptions in India, manuscripts from Tibet, and travelogues of Chinese pilgrims, will provide greater context for the artworks.

**Requirements/Evaluation:** 3 ten-minute quizzes, weekly Glow responses, a midterm, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Art History majors, Asian Studies majors, Religious Studies majors, Art Studio majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 272 (D2) ARTH 272 (D1) ASIA 272 (D1) ASST 272 (D1)

Not offered current academic year

### **REL 274 (F) Ritual, Power and Transgression**

**Cross-listings:** REL 274 ANTH 299

#### **Secondary Cross-listing**

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

**Requirements/Evaluation:** class participation, biweekly responses to instructor prompts, two short (500 words) response papers, and one 12-page (2400 words) research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** ANSO and REL majors, open to first-years

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 274 (D2) ANTH 299 (D2)

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm David B. Edwards

**REL 275 (F) Buddhist Material Culture**

**Cross-listings:** ANTH 275 REL 275 ASIA 275

**Secondary Cross-listing**

You've heard of the "material girl"(or boy), but what about the material Buddhist? What is material culture, and what makes it Buddhist? If Buddhism is supposed to be a tradition that encourages non-attachment, then what is meant by Buddhist material culture? Shouldn't Buddhists be free of material things? Or, rather, who says that they have to be? This course encourages students to look beyond modernist ideals of Buddhism as merely a rational tradition about monks, manuscripts, and mindfulness. In this course, students are encouraged to take Buddhist "stuff", material culture, seriously. This course offers: (1) an introduction to the core concepts of Buddhism; (2) a brief overview of theories of material religion, or the "material turn" in the study of religion; and (3) a sampling of the vast material- and spiritual worlds of Buddhist Asia, particularly China, Korea, Japan, Thailand and Myanmar. We begin by decolonializing Buddhism. Then, we trace the Humanities trend of the past couple decades that prioritizes material investigations that acknowledge the agency of not only humans but also that of objects/things/stuff. These theories also emphasize networks--among people, things, and spirits. We look closely at Buddhist stuff. Things act upon us, and we (re)act upon them. They shape identity, create meaning, and maintain relationships. We will learn that things are never just things. They help us better understand what people do in Buddhism, not just what people believe. This course includes brief experiential components on Buddhist meditation and ritual. By the end of the semester, students will have a basic understanding of Buddhist concepts, will learn to value Buddhist material culture, and will be able to apply social theories of religion and things. No prior experience in meditation or Buddhism is required. This course does not assume any previous background in Buddhism, Religion, Asian Studies, or Art History.

**Requirements/Evaluation:** midterm exam; Four quizzes; final project presentation and encyclopedic essay (1,000 words)

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 275 (D2) REL 275 (D2) ASIA 275 (D2)

Fall 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Susanne Ryuyin Kerekes

**REL 276 (S) Gnosis, Gnostics, Gnosticism (DPE)**

**Cross-listings:** REL 276 COMP 258

**Primary Cross-listing**

Reality is not what it seems. Salvation by knowledge, arch-heresy, an eternal source of mystical insights and experiences, secret esoteric teachings available only to a few. All these and more have been claims made about gnosis, Gnostics, and Gnosticism. This course will introduce you to the key ancient texts and ideas associated with Gnostics in modern forms of esotericism and spiritualities. We shall explore how claims about gnosis offer modes of critiquing and seeking to transform unjust social and political systems.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** weekly GLOW posts, 1 textual analysis paper, 1 historiographical analysis paper, and a final paper that entails a revision and expansion of earlier writing for the course.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students with prior coursework in biblical or other ancient literature or history

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 276 (D2) COMP 258 (D1)

**Difference, Power, and Equity Notes:** This course situates "gnosis" as a practical epistemological orientation used both to disrupt and challenge power arrangements deemed unjust and to empower those who are marginalized within dominant power structures. At the same time, the course interrogates "gnostic" epistemological claims as capable of being used to reinstall hierarchical power structures. Attention to power and equity and how difference is produced is at the center of the course.

Not offered current academic year

### **REL 277 (F) Meditation and Modern American Life**

**Cross-listings:** REL 277 ENGL 277

Secondary Cross-listing

The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later, Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we'll explore how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We'll study how traditional Buddhist meditation practices were transmitted to the West, and then track the way those practices changed over time, as they were adapted to the radically new context of American culture. And we'll study the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course will be an introduction to the theory and practice of meditation: we'll learn a variety of meditation techniques, and we'll spend a significant amount of time each class practicing and reflecting upon those practices. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class will be composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes will be held at the jail, with transportation provided by the college. \*Please note the atypical class hours, Thursdays, 4:45-8:30 pm.\*

**Requirements/Evaluation:** full attendance and participation; meditation 2-3 times a week outside of class; a meditation journal; and a final 10-page essay

**Enrollment Limit:** 18

**Enrollment Preferences:** final selection will be made on the basis of (a) statements of interest sent via email to brhie@williams.edu by June 26 and (b) brief interviews with the instructor.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 277 (D1) ENGL 277 (D1)

Not offered current academic year

### **REL 281 (S) Religion and Science**

**Cross-listings:** REL 281 STS 281

Primary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific

developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

**Requirements/Evaluation:** tutorial format. one paper every two weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference for religion majors or future religion majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 281 (D2) STS 281 (D2)

Not offered current academic year

### **REL 283 (F) Religion and American Capitalism**

**Cross-listings:** REL 283 HIST 383

**Primary Cross-listing**

Was Jesus a revolutionary socialist or a savvy salesman? Does capitalism bring prosperity to the virtuous or lead us to worship Mammon? Shall the meek inherit the earth or should the hand of the diligent rule? Is it holy to be poor or is prosperity our moral duty? These questions have long preoccupied religious believers, and their changing answers have transformed the history of American capitalism. This course invites students to study that history, from the early 19th century to the present. It will cover such topics as: utopian communes; the political economy of slavery; working-class religion and labor organizing; Christian and Jewish socialism; big business and the Prosperity Gospel; 'New Age' spirituality and the counterculture; liberation theology and racial capitalism; and conservative Christianity in the age of Wal-Mart and Chick-Fil-A.

**Requirements/Evaluation:** Participation in group discussion; five response papers (300-400 words); two essays (4-6 pp); final research paper (8-10 pp).

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion and History majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 283 (D2) HIST 383 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 Cancelled

### **REL 284 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)**

**Cross-listings:** REL 284 WGSS 284 ARTH 218

**Secondary Cross-listing**

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a

hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

**Requirements/Evaluation:** Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** First years and sophomores, but open to all.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

**Writing Skills Notes:** In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **REL 285 (S) Haunted: Ghosts in the Study of Religion**

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves-or their opposite, our immobility-approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, *Dictations: On Haunted Writing* [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory, history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

**Class Format:** tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper

**Requirements/Evaluation:** two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner's paper; students will revise two papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

## **REL 286 (F) The Bible and Migration: Latinx Perspectives**

**Cross-listings:** REL 286 LATS 285

### **Primary Cross-listing**

This course seeks to understand migration in the current historical moment, around the globe but especially on the US border. The lenses through which we will explore migration include Religion, with special focus on the Christian Bible. We will explore instances of and reflections on migration in the Bible, as well as various interpretations of the Bible emerging today in debates over migration. The course will approach US migration from the perspective of Latinx communities in the US - historically, culturally, politically, and religiously. Readings will include: The Bible, monographs and essays on the Bible and Migration, especially from the perspectives of Latinx authors and thinkers.

**Requirements/Evaluation:** Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final research paper (7-10 pages) on an aspect of Bible and Migration of interest to the student defined in consultation with the professor.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Religion majors and Latinx Studies concentrators, and those interested in these areas of study

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 286 (D2) LATS 285 (D2)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Efrain Agosto

## **REL 288 (F) Embodiment and Consciousness: A Cross-Cultural Exploration**

**Cross-listings:** REL 288 PHIL 288

### **Primary Cross-listing**

This course examines some of the central questions raised by the study of the consciousness: the place of intentionality, the role of emotions, the relation with the body, the nature of subjectivity, the scope of reflexivity, the nature of perceptual presence, etc. In confronting these difficult questions, we do not proceed purely theoretically but consider the contributions of various observation-based traditions, from Buddhist psychology and meditative practices to phenomenology to neurosciences. We begin by examining some of the central concepts of Buddhist psychology, its treatment of the mind as a selfless stream of consciousness, its examination of the variety of mental factors and its accounts of the relation between cognition and affects. We also introduce the practice of meditation as a way to observe the mind and raise questions concerning the place of its study in the mind-sciences. We pursue this reflection by examining the views of James, Husserl, Sartre and Merleau-Ponty, particularly as they concern the methods for the study of the mind and the relation between consciousness, reflexivity and the body. In this way, we develop a rich array of analytical tools and observational practices to further our understanding of the mind. But we also question the value of these tools based on first person approaches by relating them to the third person studies of the mind. In this way, we come to appreciate the importance of considering the biology on which mental processes are based and the light that this approach throws on the nature of consciousness. We conclude by considering the relation between first and third person studies of the mind, focusing on the concept of the embodied mind as a fruitful bridge between these different traditions.

**Requirements/Evaluation:** regular practice of meditation, a class presentation, a short essay (6-pages); a long final research paper (15 pages)

**Prerequisites:** any introduction to philosophy and at least two upper level courses in PHIL, at least one of which meets the Contemporary Metaphysics or Epistemology distribution requirement for the major, no exceptions;

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion and Philosophy majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** there is no need to email the professor in advance to indicate interest in the course

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 288 (D2) PHIL 288 (D2)

**Attributes:** COGS Interdepartmental Electives PHIL Contemp Metaphysics + Epistemology Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Georges B. Dreyfus, Joseph L. Cruz

**REL 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

**REL 292 (S) Religion and Politics in the Caribbean and the Diaspora: Puerto Rico and Cuba**

**Cross-listings:** REL 292 LATS 253

**Secondary Cross-listing**

This course explores the role of religion in Caribbean history and politics, with a focus on Puerto Rico and Cuba. These Caribbean islands have lived out contested colonized histories and experiences, as well as diasporic realities on the US mainland. The US government and military have played a significant role in both since the turn of the last century, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise since the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will explore the role and impact of Protestant religion in these historically indigenous, African descendent, and Roman Catholic religious spaces, as well as how these religious engagements and theologies impacted migration and the creation of diasporic communities in the US. We will analyze the role of religion in imperialist endeavors, as well as in solidarity movements. Puerto Rican and Cuban historical luminaries, such as Pedro Albizu Campos and Jose

Marti, who struggled against Spanish colonialism in Puerto Rico and Cuba respectively, had not only political but religious visions for better prospects for their homelands. By understanding the intertwining of religion and politics in Puerto Rico, Cuba and their diasporic communities, we will have the tools to consider the implications for other Caribbean nations, such as the Dominican Republic, as well as other Latin American countries that have experienced US interventions and the creation of diasporic communities.

**Class Format:** This course will follow a discussion format, in which students are expected to come to class prepared to address the assigned readings, to have completed short assignments in preparation for discussions, to make presentations to the class, and/or to lead discussions.

**Requirements/Evaluation:** Evaluation in this course will be based on class participation, short 1 to 2-page writing assignments every other week based on readings and assigned videos/films; a five-page midterm essay on an aspect of Puerto Rican or Cuban political/religious reality discussed in class, and final 7-page research essay on a theme in the course agreed upon by student and professor.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators and Religion majors, and those with expressed interest in these fields

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 292 (D2) LATS 253 (D2)

**Attributes:** LATS Core Electives

Not offered current academic year

### **REL 294 (S) Paul and Early Christianity: Race, Ethnicity, Empire, and the New Testament**

In the Christian New Testament, 13 letters are attributed to "Paul" (out of a total of 27 documents that comprise the New Testament). These letters have been a rich source for a host of political and theological debates over the last two millennia, but in this course, we will examine them as expressions of earliest Christianity's encounter with race, ethnicity, gender, and the ethics of a new religious movement, established in the midst of the oppressive Roman imperial order. Seven of these letters were almost certainly written by someone known to us as Paul of Tarsus. How Paul, a devout Jew, addressed controversial issues in his newfound communities, often in equally controversial ways, will guide our discussions of the role of religion and politics in his world as well as our own. Reading the letters of Paul and related documents in the New Testament, and interpretations of Paul over the centuries, including in modern scholarship, especially by African American, Asian American, and Latinx biblical scholars, theologians, artists, and thinkers will focus our study of religion and politics, ancient and modern.

**Requirements/Evaluation:** Students will prepare oral and written summaries of the letters (at least one per student) from their own perspectives in conversation with scholarly interpretation, as well as write short papers (two for the semester, 3-4 pages each) on relevant themes for today inherent in these ancient documents. There will also be a final, research paper (8-10 pages) examining race, ethnicity, gender, and/or politics -- then and now -- using several of the letters as sources for the written exploration.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** juniors and seniors, either Religion majors, concentrators, or at least one course in Religion

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

LEC Section: 01 W 7:00 pm - 9:40 pm Efrain Agosto

### **REL 295 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

Secondary Cross-listing

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by

focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **REL 296 (F) The History of the Holocaust**

**Cross-listings:** HIST 338 JWST 338 REL 296

#### **Secondary Cross-listing**

In twenty-first century United States, the murder of approximately six million European Jews by Nazi Germany remains a central event in our political, moral, and cultural universe. Nevertheless, the Holocaust still confounds historians' efforts to understand both the motivations of the perpetrators and the suffering of the victims. In this course, we will study the origins and unfolding of Nazi Germany's genocidal policies, taking into consideration the perspectives of those who carried out mass murder as well as the experiences and responses of Jews and other victim groups to persecution. We will also examine the Holocaust within the larger context of the history of World War II in Europe and historians' debates about Germany's exterminatory war aims. Course materials will include diaries, speeches, bureaucratic documents, memoirs, films, and historical scholarship.

**Class Format:** mostly discussion

**Requirements/Evaluation:** class participation, weekly reading responses, a map quiz, two papers (5-7 pages) on class readings, a final research paper (10-12 pages)

**Prerequisites:** none; open to first-year students with instructors permission

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 20-25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 338 (D2) JWST 338 (D2) REL 296 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia JWST Core Electives

Not offered current academic year

### **REL 302 (S) Philosophy of Religion (WS)**

**Cross-listings:** PHIL 281 REL 302

Secondary Cross-listing

Our goal will be to determine how far reason can justify belief in God. We will examine well-known philosophical arguments for and against the existence of God (including the ontological argument, the cosmological argument, the teleological argument, the argument from religious experience, and the argument from evil). For each argument, we will first look at historically important formulations and then turn to contemporary reformulations. Our aim will be to identify and evaluate the strongest version of each argument. After working through these arguments, we will reflect more generally on the proper roles of reason and faith in justifying religious belief. Near the end of the semester, we'll also examine some evolutionary explanations of religious belief. Our tools in this course will be logic and reason, even when we are trying to determine what the limits of reason might be. Authors will include Plato, Anselm, Aquinas, Pascal, Paley, Hume, Kant, Kierkegaard, and several contemporary philosophers.

**Class Format:** students meet with instructor in pairs for an hour each week; emphasis will be placed on developing skills in reading, interpretation and oral argument as well as critical reasoning and writing

**Requirements/Evaluation:** five 5-page papers and five 2-page papers

**Prerequisites:** one PHIL course

**Enrollment Limit:** 10

**Enrollment Preferences:** current and prospective Philosophy majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 281 (D2) REL 302 (D2)

**Writing Skills Notes:** Five 5-page papers and five 2-page papers, evenly spaced throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** PHIL History Courses

Not offered current academic year

### **REL 303 (F) Augustine's Confessions**

**Cross-listings:** CLAS 307 PHIL 307 REL 303

Secondary Cross-listing

No thinker has done more to shape the Western intellectual tradition than Augustine (354-430 CE), and no book displays Augustine's dynamic vision of reality more compellingly than the *Confessions*. Its probing and intimate reflections on the meaning of human life, the nature of God and mind, time and eternity, will and world, good and evil, love and sexuality have challenged every generation since Augustine's own. The seminar will be structured around a close, critically engaged reading of the *Confessions* (in English translation) and will give attention to its historical context and significance as well as to its philosophical and theological ideas. (There will be optional, supplementary opportunity to engage with the Latin text for interested students with some facility with Latin.)

**Class Format:** Class meetings will consist primarily in student presentations and open, directed discussion of assigned readings.

**Requirements/Evaluation:** Regular reading assignments from the *Confessions* and related secondary literature. Weekly participation in online discussion on Glow (15% of final grade); 3 class presentations (of various lengths and kinds) (20%); a short paper (maximum 1500 words) due around the middle of the semester (20%); a term paper in two drafts (maximum 3000 words) due near and the end of the semester (40%); preparation for and participation in class that shows thoughtful engagement with the assigned readings (5%).

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced students in Philosophy, Religion and/or Classics

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 307 (D1) PHIL 307 (D2) REL 303 (D2)

**Attributes:** PHIL History Courses

Not offered current academic year

### **REL 306 (F) Feminist Approaches to Religion (WS)**

**Cross-listings:** WGSS 307 REL 306

#### **Primary Cross-listing**

What does feminist theory have to offer the study and practice of religion? How have participants in various religious traditions helped to produce and enact different kinds of feminist approaches to critique and transform religions? Feminisms and religions have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. The course prioritizes attention to the intersections and interactions of gender, race, ethnicity, sexuality, and nationality (among other factors) with religion.

**Requirements/Evaluation:** weekly GLOW posts before class, one "position paper" for class discussion (3 pages), a research question with rationale for interest and potential action plan (1 page), exploratory research statement (2 pages), essay on interpretive approach to research project (3 pages), participation in writing workshop on 7-page early drafts of final papers, one 15-page final paper.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion and Women's, Gender and Sexuality Studies majors have priority, and then students who have taken either REL 200 or WGSS 101.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 307 (D2) REL 306 (D2)

**Writing Skills Notes:** This course features a series of scaffolded writings assignments that will culminate in a final research project.

**Attributes:** WGSS Theory Courses

Not offered current academic year

### **REL 308 (S) What is Power?**

**Cross-listings:** SOC 308 PSCI 306 STS 308 REL 308

#### **Primary Cross-listing**

*What is power?* Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt,

Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

**Requirements/Evaluation:** critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, then Religion, Sociology, and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 308 (D2) PSCI 306 (D2) STS 308 (D2) REL 308 (D2)

**Attributes:** PHIL Related Courses STS Senior Seminars

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

### **REL 312 (S) The Mughal Empire: Power, Art, and Religion in India**

**Cross-listings:** GBST 312 ASIA 312 REL 312 HIST 312

#### **Secondary Cross-listing**

Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith--much larger than any European empire in the early modern world--the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, several short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 20

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 312 (D2) ASIA 312 (D2) REL 312 (D2) HIST 312 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Aparna Kapadia

## REL 314 (S) Racial and Religious Mixture (DPE)

**Cross-listings:** REL 314 LATS 327 AFR 357 AMST 327

### Secondary Cross-listing

The very term "mixture" implies that two or more distinct substances have been brought together. Distinctions of race and religion are social fictions; yet, the lived ramifications of these social fictions involve tense struggles over the boundaries of racial and religious communities. These boundaries are not just ideas but also practices. In the history of the Americas, mixed racial and religious identities and experiences have more often been the result of violent clashes than romantic encounters. Still, the romanticization of the New World as a geography that makes such mixtures possible reaches back to the earliest days of Spanish conquest in the Americas. This course critically reconsiders varying ways that racial and religious mixtures have been imagined, defined, challenged, negotiated, and survived under imaginative and legal rubrics of mestizaje, creolization, transculturation, passing, syncretism, religious hybridity, and mixed race studies.

**Class Format:** mostly discussion

**Requirements/Evaluation:** participation, short writing exercises, a 3-page first essay, a 5- to 8-page second essay, and a 10- to 14-page final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** seniors, concentrators, majors, those with prior relevant coursework

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 314 (D2) LATS 327 (D2) AFR 357 (D2) AMST 327 (D2)

**Difference, Power, and Equity Notes:** Focusing on how different peoples have critically theorized and made meaning about and out of racial and religious differences and interconnections, this Difference, Power, and Equity course investigates the ways that knowledge about mixture and difference--and their roles in hierarchical distributions of social and political power--have been critically constructed and transformed.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora GBST Latin American Studies Electives

Not offered current academic year

## REL 316 (F) Social Ontology

**Cross-listings:** STS 316 REL 316

### Primary Cross-listing

**What is society? What is the social world made of?** The obvious answer--individual people--was for a long time dominant in the social sciences. Indeed, many theorists argued that there was no such thing as society distinct from individual humans and their intentional actions. While this mode of theorizing had some advantages, it has recently fallen out of vogue because of its inability to explain group norms, institutions, corporations, and other collectives. Explanations at the individual level are not necessarily incorrect, but rather philosophers have increasingly come to see them as incomplete. Society seems to more than an aggregate of individuals. Hence, philosophers have increasingly turned to questions of social ontology and produced fresh theories about the nature of the fundamental constituents of the social world. We will explore this research, but with the added intuition that looking beyond humans to other social animals can provide a fresh theoretical vantage. **We will set out from the idea that the social world is composed not just out of humans, but also out of materialized signs produced by social animals** (e.g., a no-smoking sign or an ant's chemical trail). This seminar will offer an advanced survey of current debates about the ontology, methodology, and aims of the humanities and social sciences. We will address questions such as: *Is there a difference between explaining and understanding social actions? Should explanation in the humanities and social sciences follow the model of explanation in the natural sciences, or are there peculiarities about social phenomena that demand a different approach? What are social structures, practices, norms, institutions? How might social structures exist over and above individuals? Do social groups have agency in their own right? What are social kinds and what is their relationship to natural kinds? How do debates in the social sciences look different if we attend to other social animals and their materialized signs?* Course readings will come from a variety of areas including: sociology, semiotics, feminist theory, philosophy of science, and philosophy of mind. When possible, we will supplement these with readings on research into animal behavior.

**Requirements/Evaluation:** Attendance and participation. Weekly critical responses/comments. 10-12 page final research paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, Religion or Biology majors, and then other students majoring/concentrating in DIV II areas.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** advanced theory seminar with difficult readings.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 316 (D2) REL 316 (D2)

Not offered current academic year

### **REL 319 (S) Milton's Paradise Lost**

**Cross-listings:** REL 319 ENGL 315

Secondary Cross-listing

If you know anything about John Milton, you probably think of him as some blind guy who wrote a really long poem about the Bible. It's hard to shake the feeling that Milton is the fustiest of English poets--dull, pious, brilliant and all, and not someone you would read if you didn't have to. But then what are we to make of the following? The first piece that Milton wrote that was read widely throughout Europe was a boisterous defense of the English Revolution. Milton was most famous in his lifetime as the poet who went to bat for the Puritan insurgents--the poet who came right out and said that the king looked better without his head. Of all the major English poets, Milton is the revolutionary. So a course on Milton is by necessity a course on literature and revolution. We will read *Paradise Lost*, widely regarded as the greatest non-dramatic poem in English, and a few other books to help us prepare for that big one. Some questions: How did the mid-seventeenth century, probably the most tumultuous decades in the history of modern Britain, transform the culture of the English-speaking world? What is the relationship between literature and the state or between literature and radical politics? Is there a poetics of revolution? How can a poet who seems to be writing for Sunday school--about God and Adam and Eve and the serpent--really have been writing about rebellion all along?

**Requirements/Evaluation:** one 6- to 8-page paper, one 10- to 12-page paper, informal weekly writing assignments, and active seminar participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam.

If you are interested in taking the course without the prereq, do contact Prof. Thorne.

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 319 (D2) ENGL 315 (D1)

**Attributes:** ENGL Literary Histories A

Not offered current academic year

### **REL 320 (F) "You Do You!" The Ethics and Politics of Personal Authenticity**

From the breathtaking expansion of the "self-help" industry to corporate advertisement, from the entertainment industry to cultural politics around sexuality and race, the rhetoric and ideal of personal authenticity pervades our daily existence. From every corner we are told: "To thine own self be true!" This powerful moral ideal has arguably become an inescapable and hegemonic frame of U.S. cultural life in the 21st century (and more broadly middle-class life around the globe). The imperative of authentic self-realization -- to discover and become your "true self," in opposition to mere conformity to social conventions and independent of external expectations -- is seen as essential if we are to live a healthy and fulfilling life, and to fully realize what it means to be human in the deepest sense. This course will interrogate this ideal and imperative of personal authenticity from several angles. We will begin by examining a variety of contemporary manifestations of this ethos. We will then explore the historical roots and evolution of the emphasis on authentic selfhood in the modern West, as well as comparable notions of sincerity, selfhood, interiority, and introspection in other (non-liberal, non-Christian) cultural contexts and religious traditions. We will also consider the ideal of authenticity in light of contemporary social theory, as well as engage a variety of ethical-political critiques of authenticity. Through this, we will investigate a number of important questions: Is there such a thing as the "true self" that is autonomous and free of social influences and norms, and how does one discover this true self? What are the limits and social consequences of this aspiration towards authentic selfhood? Is the rhetoric of personal authenticity simply an expression of

narcissistic individualism, or is there a higher moral value and ideal that it speaks to? Can community cohesion and shared collective purpose be sustained alongside the imperative of authenticity? How does the ideal of authentic selfhood interact with collective or socially-conferred identities (like race or heritage)? What are the effects of the widespread commodification of authenticity? How do we understand the relation between personal authenticity and the conditions of late-stage capitalism?

**Requirements/Evaluation:** Reading responses; Short midterm essay; Semester-long research project and final essay

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors; Juniors and seniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Zaid Adhami

### **REL 322 (F) Brutal Buddhism: Buddhism & Violence**

**Cross-listings:** ANTH 321 ASIA 322 REL 322

#### **Secondary Cross-listing**

Buddhist-sanctioned violence is often met with incredulous reception. Why? Buddhists, including monks, are human too. The single-story narrative that praises Buddhism as a peaceful tradition is fallacy. This myopic view of Buddhism is a result of colonial and orientalist legacies that have shaped Euro-American perspectives. Building upon the intellectual and social history of that legacy, in this course, we study Buddhist brutality. The cases include: the persecution of the Hindu-Tamil minority in Sri Lanka; the genocide of Rohingyas in Myanmar, fueled by the influence of outspoken figures like the Buddhist monk Ashin Wirathu, a nationalist and leader of the anti-Islam group 969, whose sentiments are shared among Buddhists in southern Thailand along the Muslim Malay border. We also look at the Thai conscription of forty-thousand soldiers who fought in the Vietnam War with the blessings of Buddhist monks, and WWII's Japanese militarism supported by Zen Buddhism. The struggles for recognition of the nun's order in Southeast Asia, and East Asian women's soteriological limitations due to patriarchal structures, another kind of brutality, is also addressed. While these cases focus on Buddhist agencies of violence, war, and terror, we must consider political, economic, and socio-cultural factors. Students are encouraged to pursue original research that moves beyond questions such as "How do we reconcile violent episodes enacted by Buddhists?", or "What justification is given for Buddhists to condone such acts?". We do discuss these concerns, but we will not prioritize philosophical approaches or religious ideals. Rather this course emphasizes considerations on how Buddhism, like any other religion (indeed, any "-ism"), can be weaponized. So, the question becomes, "why?". By the end of the semester, students will understand the importance of contextual analysis, positionality, globalization, and will be able to apply social theories of religion and violence.

**Requirements/Evaluation:** midterm exam; Four one-page written critical reading responses; final project presentation and essay (1,500-1,750 words)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors ANSO, REL, or concentrators in Asian Studies

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 321 (D2) ASIA 322 (D2) REL 322 (D2)

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Susanne Ryuyin Kerekes

### **REL 325 (F) Faith and Profit in the Medieval Mediterranean**

**Cross-listings:** HIST 325 REL 325

**Secondary Cross-listing**

In many historical societies, there have been tensions between the demands of economic and religious life. What can I sell, what should I do with money, and how shall I interact with strangers? What is the relationship between religious ideals and the habits of everyday life? These questions can become especially acute when representatives of two or more competing belief systems interact with each other. The medieval Mediterranean provides numerous rich examples of societies and individuals facing these questions. In this class, we will look at how medieval Jews, Christians, and Muslims resolved these and other dilemmas in the market societies surrounding the Mediterranean basin, as they created their own forms of religious law and economic philosophy. In the process, we will gain a more profound understanding of the roots of modern debates about capitalism, property, and economic justice.

**Requirements/Evaluation:** Attendance and participation, two short papers, one final 12-15-page research paper

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 325 (D2) REL 325 (D2)

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Joel S. Pattison

**REL 330 (S) Modern Jewish Political Theory**

**Cross-listings:** PSCI 375 JWST 492 REL 330

**Primary Cross-listing**

By the late 19th century, Jews across Europe were faced with an urgent political problem. Amidst burgeoning national self-consciousness throughout the continent, despite the liberatory promises of the Enlightenment, Jews remained a vulnerable, segregated, and stigmatized minority population. Jews had to decide where to pin their hopes. Should they ally themselves with the liberals or the communists? Should they embrace nationalism or cosmopolitanism? Should they, perhaps, abandon Europe altogether and re-constitute themselves elsewhere? If so, should they focus their efforts on relocation to the historical land of Israel? Or could they go anywhere? Wherever they might go, should they aspire to build a modern Jewish nation-state, a semi-autonomous Jewish community, or some other arrangement? Should this coincide with the cultivation of a distinctively Jewish modern language? If so, should it be Hebrew or Yiddish? In this course we will assess various answers to these questions proffered by Jewish political thinkers in the modern period. We will pay particular attention to the construction of "Jews" and "Judaism" in these arguments. And we will ask persistently: what constitutes a "Jewish justification" for a political claim in modern Jewish political theory? Coverage will include: Jewish liberalism, political Zionism, Yiddishist autonomism, messianic quietism, and other views. We will read mostly primary sources, including texts by: Hermann Cohen, Theodore Herzl, Chaim Zhitlowsky, Franz Rosenzweig, Leo Strauss, Hannah Arendt, and many others.

**Requirements/Evaluation:** six short (1-2 pages) response papers; two 6- to 8-page papers, each analyzing a different view in depth; a final 18- to 20-page paper that incorporates the two previously submitted 6-8 page papers, but also compares the two views and adjudicates between them

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion majors, Jewish Studies concentrators, and Political Science students on the "Theory" track

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 375 (D2) JWST 492 (D2) REL 330 (D2)

**Attributes:** JWST Capstone Course JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jeffrey I. Israel

### **REL 333 (S) The Politics of Myth**

Myths animate ethical and political life. Shared stories that function as sources of justification and motivation are reflected in our anxieties and aspirations, in how we talk, and in how we perform our identities. These are stories about the origins of our world, the founding of the political order, the forging of groups, the menace of enemies, the triumph of heroes, the ultimate destiny of humankind. In this course, we will explore the meaning of "myth" in our ethical and political lives. We will read and discuss a wide range of approaches to myth. For instance, readings may include works by Plato, medieval Jewish and Islamic philosophers, Friedrich Nietzsche, Georges Sorel, Ernst Cassirer, and Walter Benjamin. Particular attention will be given to a set of mid-twentieth century theorists of myth who have had an especially strong impact on the meaning of myth in American popular culture: Carl Jung, Mircea Eliade, and Joseph Campbell. We will assess the enduring resonance of their ideas and explore new opportunities to think critically and imaginatively about myth in this tradition, reading works by Wendy Doniger, Jeffrey Kripal, and other contemporary scholars in religious studies. These theoretical explorations will serve to enrich our efforts, throughout the course, to uncover the myths that animate our own lives. We will explore *our myths* through sustained introspection, interpretations of popular culture, and opportunities for myth-criticism and myth-making. Thus, in addition to the critical analysis of myths and myth theories, students will have the opportunity to play creatively with the possibilities of myth. The course will culminate in a final creative project engaging with the idea of myth.

**Requirements/Evaluation:** Two 5-7 page papers and either a final annotated creative project or a final 7-10 page paper.

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Religion majors and students who have taken a course in the Religion department.

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **REL 334 (S) Imagining Joseph**

**Cross-listings:** REL 334 JWST 334 COMP 334 ANTH 334

Secondary Cross-listing

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

**Requirements/Evaluation:** occasional response papers; substantial final project and paper; class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 334 (D2) JWST 334 (D2) COMP 334 (D2) ANTH 334 (D2)

**Attributes:** JWST Core Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

**REL 335 (S) The Meaning of Diaspora and the Jews of Europe (WS)**

**Cross-listings:** REL 335 HIST 434 JWST 434

**Secondary Cross-listing**

Dispersion, exile, migration, statelessness are all aspects of diaspora. In the study of diasporic peoples and cultures, the Jews have long figured as the archetype. As a result, Jewish political figures, intellectuals, social activists and scholars have played a central role in discussions of the meaning of diaspora, including debates about its political and social implications, economic value, and cultural significance. In the first half of the semester, in discussions of common readings, we will examine various historical interpretations of Jews' diasporic existence from the nineteenth century to the present and its implications for humanitarianism. Beginning in the first half of the semester and with greater intensity in the second half of the semester, you will conduct independent archival research on some aspect of the history of the Jewish diaspora using the digitized archives of the American Jewish Joint Distribution Committee that will culminate in a twenty-plus-page paper. In the second half, the seminar will continue to meet weekly as a research colloquium, to provide a forum for you to present your research and drafts in progress and to give feedback on fellow students' work. In this seminar, we are not merely studying history; you are actually doing history. That is to say, you will be more than students of history in this course: you will become historians in your own right. Over the semester, you will learn how to pose historical questions; to engage critically with readings beyond summarizing them; to synthesize an enormous amount of source material; and to learn how to write more clearly. By the end of the semester, the goal is for each student to produce a polished research paper based on substantial engagement with archival sources and relevant secondary literature that will serve as a capstone to your coursework at Williams or as a potential jumping-off point for future research projects, including a senior thesis in History or Jewish Studies.

**Requirements/Evaluation:** class participation, several short papers, oral presentations, and a 20-page research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 335 (D2) HIST 434 (D2) JWST 434 (D2)

**Writing Skills Notes:** Students will write two drafts of their research paper before submitting the final paper for a grade. They will receive timely comments on drafts from professor and peers, to be incorporated into their final paper.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

**Not offered current academic year**

**REL 338 (F) Transhumanism: Religion, Technoscience, Obsolescence**

**Cross-listings:** HSCI 338 SOC 338 STS 338 REL 338

**Secondary Cross-listing**

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition," "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas

and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

**Requirements/Evaluation:** informal weekly writing, two short review essays, and one 15-page seminar paper

**Prerequisites:** Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

**Enrollment Limit:** 14

**Enrollment Preferences:** Anthropology and Sociology majors and Science and Technology Studies concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Not offered current academic year

#### **REL 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)**

Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism

**Requirements/Evaluation:** 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Concentrators, followed by seniors and juniors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

Not offered current academic year

#### **REL 355 (S) Foucault: Confessions of the Flesh**

**Cross-listings:** REL 355 STS 355 COMP 359

Primary Cross-listing

The French philosopher, historian, and social critic, **Michel Foucault** (1926-1984) has had a massive influence across a range of disciplines. Indeed,

in 2019, Google Scholar ranked Foucault as **the number one most highly cited scholar in the Humanities and Social Sciences**. While many of his contemporaries have faded in importance, Foucault's writings on power, madness, the history of sexuality, and the structures of domination and governmentality have become central to the theoretical canon of a range of academic disciplines. To be a scholar in the humanities today is often to be in Foucault's shadow. But despite the many references to his work, Foucault is frequently misunderstood and subsequent scholars often attribute to him positions he would have repudiated. Now almost forty years after his death, his work is also long overdue for a reappraisal as we come to understand Foucault better as a person and especially as the final, and posthumous, volume of his History of Sexuality, ***Confessions of the Flesh***, has only just appeared and been translated into English. In this course we will mainly read Foucault supplemented with occasional contextual readings. Although we will touch on his earlier writings, this seminar will emphasize his middle-to-late period (beginning with ***The Archaeology of Knowledge***) and including selections from his later monographs, lectures, interviews, and short writings. It will culminate in the unfinished intellectual and political project that occupied Foucault in his last days. We will think with and often against Foucault, focusing primarily on questions of power, knowledge, truth, and addressing his later emancipatory gesture toward "technologies of the self." We will also appraise the methodologies that Foucault described as "archaeology" and "genealogy." We will historicize Foucault in his life and cultural context and ask how much of his arguments still apply today. What blind-spots did he have? Which of his ideas are worth consolidating and which need repudiating? How might we go beyond Foucault?

**Requirements/Evaluation:** class participation, weekly critical responses, 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** In order of preference, Religion majors, STS concentrators, Comp Lit majors, and then Philosophy majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** in-depth seminar on a difficult philosopher who we'll be reading closely

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 355 (D2) STS 355 (D2) COMP 359 (D1)

Not offered current academic year

### **REL 358 (F) Religion and Law (DPE)**

**Cross-listings:** GBST 358 REL 358

#### **Primary Cross-listing**

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

**Requirements/Evaluation:** reading response, two essays, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 358 (D2) REL 358 (D2)

**Difference, Power, and Equity Notes:** Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Fall 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

**REL 360 (S) The Gothic Cathedral: An Art History**

**Cross-listings:** ARTH 360 REL 360

**Secondary Cross-listing**

Through their enormous scale, through the gravity-defying complexity of their construction, and through the sumptuousness of their materials and decoration, Gothic cathedrals -- the medieval equivalent of the blockbuster movie, and then some -- have amazed visitors for centuries. The widespread social media reaction of shock and dismay to the fire at Notre Dame Cathedral in Paris almost three years ago, moreover, indicates that this power of the cathedral to dazzle and to capture hearts remains very much alive. But how have art historians, specifically, made sense of these extraordinary, and extraordinarily complex, monuments? And how have the questions they have asked about the cathedral changed over time? Through a close examination of a number of influential books, in particular -- each one of them a kind of miniature cathedral in its own right -- this 300-level seminar will investigate the shifting interpretation of the Gothic Cathedral over the past 150 years. In so doing, the seminar aims to shed light not only on the fascinating multiplicity of realities that make up the Gothic cathedral but also on the changing shape of the discipline of art history itself, from its beginnings to the early 2020s.

**Requirements/Evaluation:** participation in class discussion; 2 oral presentations; two 2-3-page papers, and a 8-10-page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** art majors and sophomores, but open to all

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 360 (D1) REL 360 (D1)

**Attributes:** ARTH pre-1800 Courses

Spring 2023

SEM Section: 01 F 1:10 pm - 3:50 pm Peter D. Low

**REL 374 (S) Mysticism: Vision, Writing, History (WS)**

**Cross-listings:** REL 374 COMP 352 ENGL 374

**Secondary Cross-listing**

The promise of God's real presence in the world lies at the heart of Christianity as a messianic and scriptural faith. But mystics, who seek out and bear witness to their own experiences of the divine, have often been viewed with suspicion by church and state authorities. At stake in these confrontations between orthodoxy and the individual witness are questions of knowledge and power. To whom does God speak, who speaks for God, and how can anyone, whether mystic or priest, be certain? We will learn how these questions have inflected certain passages in the history of Christian belief and practice: the flourishing culture of mystical writing by medieval women, the efforts of some Protestant sects to distribute authority more horizontally, and early modern philosophers' criticisms of prophecy and fanaticism. But our deepest concerns will be literary and aesthetic. What modes of writing did mystics use to express what was, in fact, inexpressible? What role did visual art play in visionary experience? And how has mysticism influenced the work two of the twentieth century's most significant theorists of language, Ludwig Wittgenstein and Jacques Derrida?

**Requirements/Evaluation:** biweekly 5-page papers, biweekly 2-page response papers, thoughtful participation in class discussions

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors and those intending to major in English

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 374 (D2) COMP 352 (D1) ENGL 374 (D1)

**Writing Skills Notes:** This course will develop students' writing skills through biweekly 5-page analytical papers and biweekly 2-page response papers. Written feedback will be provided by the instructor and by the tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Literary Histories A

Not offered current academic year

**REL 397 (F) Independent Study: Religion**

Religion independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jeffrey I. Israel

**REL 398 (S) Independent Study: Religion**

Religion independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Jeffrey I. Israel

**REL 401 (F) Issues in the Study of Religion**

To be conducted as a working seminar or colloquium. Major issues in the study of religious thought and behavior will be taken up in a cross-cultural context enabling the student to consolidate and expand perspectives gained in the course of the major sequence. Topics will vary from year to year. In keeping with the seminar framework, opportunity will be afforded the student to pursue independent reading and research.

**Requirements/Evaluation:** class reports, papers, and substantial research projects

**Prerequisites:** senior Religion major or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Religion majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Jeffrey I. Israel

**REL 412 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 ASIA 412 ASST 412 GBST 412 HIST 496 LEAD 322

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders

like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

**Requirements/Evaluation:** 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

## **REL 421 (S) Picturing God in the Middle Ages**

**Cross-listings:** REL 421 ARTH 421

Secondary Cross-listing

How did medieval Europeans imagine their God and how did they give what they imagined pictorial form? How were these pictures used, both in public and in private life, and why? Paying particular attention to the function and experience of medieval works of art, this seminar will examine the evolution of images of God, in both the Eastern and Western halves of Europe, and the problems these images often generated. Through readings and class discussion, the course will investigate, among other specific topics: the varied attitudes toward the representability of God in Judaism, Islam, and Christianity; the impact of the Roman cult of the emperor and of images of the dead on the earliest portraits of Christ; the cult of the icon, concerns over idolatry, and the destruction of images; ideas about spiritual versus physical vision and their influence on the making and viewing of pictures; the relationship of sacred images to relics, the Eucharist, and other aspects of Christian ritual; and the pictorial exploration of both the torture and sexuality of Christ. Students will also pursue an individual research project, in which they will examine in greater depth a specific depiction of divinity of their choosing, in light of what we have considered together in the seminar.

**Class Format:** Class will meet online at first but may shift to in-person if circumstances allow

**Requirements/Evaluation:** class participation, oral presentation, one short paper (2-3 pages), final research paper (15-20 pages)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to Art majors and seniors.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 421 (D1) ARTH 421 (D1)

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

**REL 493 (F) Senior Thesis: Religion**

Religion senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Jeffrey I. Israel

**REL 494 (S) Senior Thesis: Religion**

Religion senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Jeffrey I. Israel

**REL 497 (F) Independent Study: Religion**

Religion independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jeffrey I. Israel

**REL 498 (S) Independent Study: Religion**

Religion independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Jeffrey I. Israel

**Winter Study -----**

**REL 10 (W) Write a Novel**

How many of you have always wanted to write a novel, but never managed to find the time? This course will give you the chance to do just that.

Inspired by National Novel Writing Month, participants in this class will be challenged to complete a significant portion of a novel over the course of Winter Study. We will hold meetings four days a week for three-hour intervals to blitz write text for our respective creative projects. Over the course of these meetings, we will may spend some time informally discussing the craft of creative writing, but our primary focus will simply be putting words down on the page every day. Although no formal experience with creative writing is required, students should come into the class prepared to begin writing and with at least some vague idea of the work they wish to produce. Students interested in using the class to complete other equivalent length

writing projects (such as screenplays, memoirs, etc) will be considered on a case-by-case basis.

**Requirements/Evaluation:** Each students will be expected to produce at least 6,000 words of text per week. A total document of at least 20,000 words (roughly half of a short novel) will be required at the completion of the course.

**Prerequisites:** None

**Enrollment Limit:** 8

**Enrollment Preferences:** If oversubscribed, selection of students will be based on the submission of a short letter describing the proposed novel (or other project).

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Jason Josephson Storm

### **REL 16 (W) Experiments in Mindfulness and Art Museums**

Vietnamese Buddhist Zen master Thích Nhất Hạnh said, "Always there is the opportunity to live our life fully. When we drink water, we can be aware that we are drinking water. When we walk, we can be aware that we are walking." It could be added: When we view art, we can be aware that we are viewing art. When we make art, we can be aware that we are being creative. How can we learn to become more alert and conscious to our surroundings and then apply these skills so we can enjoy a fuller, more vivid experience of life? Art holds a key to the answer, and that forms the basis of this experimental winter studies course. Using MASS MoCA's contemporary art exhibitions, explore how objects can act like gongs to bring us to the present, urging us to slow down and be aware of their embedded messages and their possible healing properties. In facilitated art explorations, we will apply contemplative tools modeled on centuries-old Buddhist and other cultures mindfulness techniques, including-but not limited to-guided visualizations, slow walking, mindful listening and chanting, and observations of breathing. Additional experiments will feature opportunities to tune into the creative spirit that we all possess in guided art-making activities to process the overarching course philosophy (based on John Dewey) that "art is experience." This course will take place at MASS MoCA twice weekly for 3 hours each session. Students will work with MASS MoCA's director of education and curator of Kidspace to experiment with "ArtInSight," MASS MoCA's three-pronged pedagogy that includes arts-based social justice conversations, mindfulness-based insight activities, and art-making exercises to deepen connections to the art on view and to one's own creativity. Guest artists will be brought in to further explore mindfulness and the arts. While this is a great opportunity for art/art history and religion majors, students are not required to already have mindfulness or art-making practices

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference will be given to art and religion majors, juniors and seniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Laura Thompson, EdD, is MASS MoCA's director of education and Kidspace gallery curator. Laura has worked in arts and museum education for more than three decades and is a certified Kripalu meditation teacher.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TBA Laura Thompson

### **REL 30 (W) Senior Project: Religion**

An advanced course for senior Religion majors (who are not writing theses) to further develop their senior seminar paper into a polished 25 page research paper (which will also be the focus of a brown-bag presentation during the spring semester). The course will help the students with general research methods, workshopping, paper writing, and presentation practice.

**Class Format:** senior project

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jeffrey I. Israel

**REL 31 (W) Senior Thesis: Religion**

Religion senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Jeffrey I. Israel

**REL 99 (W) Independent Study: Religion**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Jeffrey I. Israel

## ROMANCE LANGUAGES (Div I)

### FRENCH

Chair: Professor Leyla Rouhi

Professors: K. Pieprzak; Assistant Professors: P. Leelah, S. Saint-Just; Visiting Assistant Professor: K. Levine; Teaching Associates: Danae Tsiamis and Paul Bouchet; on leave: B. Martin

#### MAJOR—French Language and Literature

The French major seeks to provide training in literary and cultural analysis and linguistic expression through the study of selected texts from the French-speaking world. Emphasis is placed on the changes in form and subject matter from the early modern period to the contemporary era.

The major consists of nine courses. One of these courses must be the 400-level senior seminar during the student's final year at the College.

Students entering the major program at the 200-level may, with the permission of the Department, choose as part of their major program, one course in Art History, History, Philosophy, Comparative Literature or other subjects that relate to and broaden their study of French. Students entering the major program at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program.

Working with the major advisor, the student will formulate a curricular plan that will ensure balance and coherence in courses taken. Such balance and coherence will be based on the above areas of literary and cultural investigation. Prospective majors should discuss their program with the major advisor by the end of their sophomore year. This is especially imperative for students who are planning to spend a part or all of their junior year in France.

Inasmuch as all courses in French assume the active participation of each student in discussions conducted in the foreign language, regular attendance at class meetings is expected.

#### MAJOR—French Studies

The major in French Studies is an interdisciplinary program that provides students with the opportunity to acquire skills and knowledge embracing the cultural, historical, social, and political heritage of France and the Francophone world. The program allows for an individualized course of study involving work in several departments and the opportunity to study abroad.

Students electing the French Studies major should register with the French Studies faculty advisor during their sophomore year. At that time, they should submit a feasibility plan that articulates their projected program.

#### The French Studies major consists of ten courses satisfying the following requirements:

at least five RLFR courses in French language, literature, film, or culture;

the RLFR senior seminar during the student's final year at the College;

*Electives:* The remaining courses needed to complete the major must be drawn from at least three different departments and relate primarily to an aspect of the cultures, histories, societies, and politics of France and the Francophone world. These courses will be selected in consultation with members of the Department of Romance Languages. Appropriate electives might include:

AFR 360 Political Thought Frantz Fanon

ARTH 254 Manet to Matisse

HIST 390 Haitian and French Revolutions

RLFR 101-450 All courses in French and Francophone language, literature, film, and culture

#### THE DEGREE WITH HONORS IN FRENCH

Students majoring in French may apply to be admitted to the Honors Program in French upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader). This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent reading, researching (in

relevant archives or with field work), and compiling a more detailed bibliography.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in French and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in French. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

## **THE CERTIFICATE IN FRENCH**

The Certificate in French Language and Cultures consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher.

For students with no prior study of French, the course sequence will consist of RLFR 101-102, RLFR 103, RLFR 104, and three additional courses, with at least one of these at the 200-level or higher taken at Williams. For students starting the sequence at RLFR 103 or higher, six additional courses must be taken, including at least three French courses at the 200-level or higher. For these students starting at French 103 or higher, two electives may be taken in other departments: one elective should be in French or Francophone culture (art, literature, theatre, music) and the other in French or Francophone civilization (history, political science, philosophy).

## **PLACEMENT**

A placement test in French is administered at Williams at the opening of the fall semester. Incoming first-year students who register for any French course above the 101 level must take this test, regardless of their previous preparation.

## **STUDY ABROAD**

We encourage all students of French to complement their courses at Williams with the life-changing experience of studying abroad in a Francophone country. In particular, French majors and certificate students are strongly advised to complete part of the requirements for the major or certificate by studying abroad, for either a semester or a year. Most study abroad programs require applicants to have completed a fifth-semester French course in college (French 105) or higher before they go abroad. Credit for up to a total of 4 courses towards the major or certificate can be granted for either a semester or a full year abroad, at the discretion of the Romance Languages Department. Students who are planning to get credit for their study abroad courses should meet with a French faculty member in advance, to review the courses they intend to take abroad. Normally, only courses that focus on French language or Francophone literature, history, politics, art, and culture may be counted towards the major or certificate. The final assignment of course credit will be authorized in consultation with the student's French advisor, once the student has returned to Williams. Such credits can only be determined by review of course format, course materials, and evidence of satisfactory academic performance; students should thus provide not only their study abroad transcript, but retain course materials (including syllabi, papers, exams, and other projects) for potential review back at Williams. While students can gain credit for 100-, 200-, and 300-level courses during their time abroad, the 400-level senior seminar must be taken during the senior year at Williams. Early planning is essential: Students interested in studying abroad are strongly urged to attend the yearly Francophone Study Away Information Session (held each October) during their first year or sophomore year. Students will receive credit for only those study abroad programs recommended and approved by the Dean of Study Away and the Romance Languages Department. Williams has long-term affiliations with the following programs: Hamilton College (Paris), Sweet Briar College (Paris), CUPA (Paris), Middlebury College (Paris), Wellesley College (Aix-en-Provence), Boston University (Grenoble), and both SIT and CIEE (in Morocco, Senegal, and Madagascar). For more on all approved study-abroad programs, see the webpages for the French program ([french.williams.edu](http://french.williams.edu)) and Study Away ([study-away.williams.edu/programs](http://study-away.williams.edu/programs)). Finally, the Department does not administer proficiency exams (for study abroad, fellowships, or job applications) to students who have not completed a French course at Williams; and most study abroad programs will not accept students who have not taken any college courses in French (at Williams) prior to their application. Students should thus plan well ahead (as early as their first year and sophomore year) to take appropriate courses at Williams, before applying for and taking part in study abroad programs in the Francophone world.

## **RLFR 101 (F) Introduction to French Language and Francophone Cultures (DPE)**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by

focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, and active engagement with music, video, and film, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Requirements/Evaluation:** active class participation, workbook exercises and compositions, chapter tests, midterms, and final exams

**Prerequisites:** none; for students who have never formally studied French; students who have previously studied French (in any formal course, at any level) must take the French Placement Test in late August or early September

**Enrollment Limit:** 18

**Enrollment Preferences:** all are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** RLFR 101-102 is a year-long course; credit granted only if both semesters (RLFR 101 and 102) are taken. RLFR 101-102 students must also take the French Winter Study Course.

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Through its focus on French and Francophone cultures around the world, this course enables students to gain both linguistic and cultural proficiency, and to engage with the great diversity of colonial and post-colonial cultures, histories, and identities in France and Belgium, Québec and Martinique, Sénégal and Morocco.

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Kathryn E Levine

### **RLFR 102 (S) Introduction to French Language and Francophone Cultures**

This year-long course offers a complete introduction to the French language and is designed to help you become fully conversant in French by focusing on four fundamental language skills: listening, speaking, reading, and writing. Through daily practice, class activities, interactive discussion, listening exercises, written work, reading assignments, video-observations, and film-viewing, you will quickly gain confidence and increasing facility with your abilities to speak and understand both spoken and written French. In addition, our study of grammar, vocabulary, and communication skills will be organized around an engaging and dynamic introduction to a variety of French-speaking cultures around the world, from France and Belgium, to Québec and Martinique, to Sénégal and Morocco. *Conducted in French.*

**Class Format:** This class meets 5 times a week from M-F. Students are required to attend class from Monday to Friday.

**Requirements/Evaluation:** participation, online homework, mid-semester and final projects, short writing assignments

**Prerequisites:** RLFR 101, or by Placement Test, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will go to first- and second-year students and those with compelling justification for admission. Statement of interest solicited if overenrolled.

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

LEC Section: 01 M-F 10:00 am - 10:50 am Sophie F. Saint-Just

### **RLFR 103 (F) Intermediate Studies in French Language and Francophone Cultures**

As a continuation of French 101-102, this dynamic first-semester intermediate course is designed to help you improve your French, while at the same time learning more about French and Francophone cultures, politics, literature, and film. Through the active study and daily practice of listening, speaking, reading, and writing in French, you will: continue developing your communication skills and learn to express your opinions and ideas;

improve your command of spoken and written French through a revision of important grammatical structures; strengthen your reading and writing skills in order to prepare you for further study of literary texts; and develop an increased vocabulary and cultural appreciation of French-speaking cultures around the world.

**Requirements/Evaluation:** Class participation, Homework, Mid-Semester and Final Exams, Short Writing Assignments

**Prerequisites:** RLFR 101-102, or by Placement Test, or Permission of Instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to first-year and second-year students and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 9:00 am - 9:50 am Preea Leelah

SEM Section: 02 M-F 11:00 am - 11:50 am Kathryn E Levine

### **RLFR 104 (S) Intermediate French II: Advanced Intermediate Studies in French**

As a continuation of French 103, this course will help students gain greater fluency in French, through an exploration of French and Francophone literature, film, media, politics, and culture. With a focus on listening, speaking, reading, and writing, students will review advanced grammar expand their vocabulary, gain greater confidence, and both discuss and debate central questions in the social, political, and cultural landscape of French-speaking communities in Europe, Africa, and the Caribbean.

**Requirements/Evaluation:** Participation, Homework, Writing Assignments, Midterm, & Final Project.

**Prerequisites:** RLFR 103, or by Placement Test, or Permission of Instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference for students who completed RLFR 103 in Fall 2022, or those who have placed into RLFR 104 on the French Placement Test.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Preea Leelah

### **RLFR 105 (F) Advanced French: Advanced Studies in French Language and Francophone Culture**

In this French course, we will read and examine literary texts from the twelfth to the 19th centuries, and films from the twentieth and twenty-first centuries. In order to analyze them, we will briefly situate them in their social and historical contexts. These works will help us better understand contemporary France and explore France's colonial past. We will also learn how to write a short research paper in French in the form of an explication de texte. While the themes, authors, time periods will vary, our approach will remain the same. The three themes love, fear, and France's colonial past will be the course's organizing principles. A small section of our course will be devoted to grammar revisions in order to continue to improve our reading and language skills. Conducted in French

**Requirements/Evaluation:** class participation, grammar exercises, 2 five-page papers, 1 presentation

**Prerequisites:** RLFR 104, placement exam, or by permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** All are welcome, but if overenrolled, preference will be given to first- and second-year students and French major and certificate students. If necessary, a statement of interest will be solicited.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Sophie F. Saint-Just

LEC Section: 02 MR 2:35 pm - 3:50 pm Sophie F. Saint-Just

**RLFR 106 (S) Advanced French: Danger and Desire in French Film and Fiction (DPE)**

**Cross-listings:** RLFR 106 COMP 107

**Primary Cross-listing**

This is an advanced course in French language designed to help you improve your speaking, comprehension, reading, and writing, through the dynamic study of short literary texts and films focusing on danger and desire in nineteenth-, twentieth-, and twenty-first-century France. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French literature and cinema. As a focus for improving your French, we will examine a broad range of texts and films on danger and desire in France from 1820 to 2020, with an emphasis on passion and ambition, infatuation and seduction, betrayal and vengeance, courage and cruelty, warfare and resistance. Works to include nineteenth-century texts by Chateaubriand, Duras, Balzac, Mérimée, Flaubert, Maupassant, Zola; twentieth-century texts by Colette, Camus, Sartre, Beauvoir, Duras, Ernaux, Guibert, Quint, Lindon, Vilrouge; and twenty-first-century films by Caron, Ozon, Ducastel, Martineau, Dercourt, and Becker. Conducted in French.

**Requirements/Evaluation:** active class participation, grammar exercises, two short papers, midterm, and final paper

**Prerequisites:** Exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor.

**Enrollment Limit:** 16

**Enrollment Preferences:** All are welcome, but if over-enrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission.

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 106 (D1) COMP 107 (D1)

**Difference, Power, and Equity Notes:** This course centers on a critical examination of difference, power, and equity in French film & fiction. The content examines the effects of class, ethnicity, gender, and sexuality on social inequalities among rich & poor, soldiers & civilians, nations & colonies, men & women. The course employs critical tools to teach students how to articulate and interrogate social injustice, through reading, viewing, discussion, writing, and revision.

**Not offered current academic year**

**RLFR 107 (S) Advanced French: Formation and Transformation (DPE)**

This advanced course is designed to help you refine your French speaking, comprehension, and writing skills in preparation for studying abroad or for more advanced French coursework. We will explore the themes of *formation* (the French term that means at once education and training) and personal transformation, through fictional and autobiographical texts and films. How do individuals find their place in societies and both define and redefine their own identities? Is it possible to reflect critically on one's own *formation*, or is it easier to do so through works of fiction? We will also reflect on our own educational experiences as we read works by authors such as Marguerite Duras, Maryse Condé, Annie Ernaux, and Pierre Bourdieu, and watch both recent and classic films from 1950s France to 2020s Québec.

**Requirements/Evaluation:** One close-reading presentation and essay, one discussion-leading presentation, two analytical essays, final project

**Prerequisites:** Successful performance in RLFR 105 or 106, or by placement test, or permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students from all majors welcome, but if over-enrolled, preference will be given to French majors and certificate students.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course explores questions of difference, power, and equity through a critical analysis of educational systems in France and the Francophone World. Although education is assumed to create equity (in both France and in North America), the content of this course will help students nuance this view and articulate how different social identities are often excluded from the power and opportunity that education seems to promise.

Spring 2023

SEM Section: 01 MWF 12:00 pm - 12:50 pm Kathryn E Levine

**RLFR 108 (S) Voyages Francophones: Alienation and Self-Discovery in Contemporary Literature and Film**

This is an advanced course in French language designed to help you improve your speaking, listening comprehension, reading, and writing, through the dynamic study of literary texts and films focusing on the themes of alienation and self-discovery in the late twentieth- and early twenty-first-century Francophone world. Through active discussion and debate, textual and cinematic analysis, grammatical review, and careful writing and revision, you will improve your command of spoken and written French, strengthen your ability to express complex ideas, expand your vocabulary, and deepen your understanding of French-language fiction, film, and culture. This is an ideal course to prepare for study abroad or for more advanced coursework in French language and cinema. As a focus for improving your French, we will examine a broad range of texts and films on the themes of alienation and self-discovery-especially in the context of immigration and coming of age-as they are represented in texts from France, Québec, and the Caribbean.

**Requirements/Evaluation:** class participation, grammar exercises, group discussion leading, two short papers, and final project

**Prerequisites:** exceptional performance in RLFR 104; successful performance in RLFR 105; or by placement test; or permission of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French Majors and certificate students

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** FMST Related Courses

Not offered current academic year

**RLFR 202 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)**

**Cross-listings:** RLFR 202 COMP 292 WGSS 201

Primary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers (of 3-5 pages each)

**Prerequisites:** exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors;

and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Not offered current academic year

### **RLFR 214 (S) Everything New is Old Again: Legacies of Medieval France**

In the twelfth century, the French language shifted from a mostly ephemeral spoken language to a language that deserved to be written down. Authors began recording stories that had only been told aloud, and readers of Latin begin translating classical literature for French-speaking audiences. This huge burst of creative expression remade popular culture in ways that we can still recognize today--if we know what to look for. In this course, we will explore how our twenty-first-century passion for memes on TikTok and other social media has similar roots in twelfth-century tastes, and how the literature and culture of medieval France have shaped what we now think of as literature and pop culture. We will explore four major themes: the reinvention and adaptation of classical literature, the invention of modern romantic love, the introduction of King Arthur, and hilarious short fiction (also known as twelfth-century memes). Readings to include love poetry, short narratives both funny and serious, and longer texts about adventure and love. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm paper, class presentation, and final project

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLFR 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216 WGSS 216

Primary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

### **RLFR 218 (S) Translating French: An Introduction to Theory and Practice**

**Cross-listings:** COMP 209 RLFR 218

#### **Primary Cross-listing**

What decisions do translators make in order to render texts accurately (and even beautifully) into another language? What makes one translation "better" than another? Should we consider translation as a literary genre in its own right, and should we read translated texts differently from texts in their original language? This advanced course will invite you into the world of translation studies, bringing together aspects of translation theory and technical translation methodologies in order to develop your skills as translators, readers, and speakers of French. We will translate texts from a range of genres mostly from French into English and occasionally from English into French, paying particular attention to the formal and linguistic differences that can pose problems for translators. In addition to completing an independent translation project on your choice of text or media, you will also consider your own priorities as translators, formulating and revising two translation statements over the course of the semester. This course will be taught in French, and the class format will vary between lectures, seminar-style discussions, workshops, and student presentations.

**Requirements/Evaluation:** Active class participation, three written translations, and final translation project (including a written translation and class presentation).

**Prerequisites:** Strong performance in RLFR 106, successful performance in another 200-level French course, or by placement, or by permission of the instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to French majors and certificate students, and to Comparative Literature majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 209 (D1) RLFR 218 (D1)

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Kathryn E Levine

### **RLFR 226 (S) Black France/France Noire (DPE)**

**Cross-listings:** AFR 226 RLFR 226

#### **Primary Cross-listing**

On the eve of the new millennium, the year 1998 saw the emergence in France of "Black studies à la française" (Ndiaye). Inspired, in part, by the 150th anniversary of the 1848 abolition of slavery, the French black minority "made itself more visible" (Faes and Smith). This course examines a wide range of discursive practices through which athletes, artists, authors, politicians, activists, and scholars amplified their voices in the French hexagone. It retraces the rise of these discourses and how they assert, reframe, and establish blackness as a legitimate field of knowledge and a space of affirmation and contestation. Following a study of the interwar period (1918-1939), when the work of "negritude women" (Sharpley-Whiting) such as "afro-latinité" spurred the negritude movement, we will discuss publications, documentaries, and seminal moments of protest in the early twenty-first

century. Course material may include works by Suzanne Césaire, Jane and Paulette Nardal, Aimé Césaire, Frantz Fanon, Achille Mbembé, Françoise Vergès, Pascal Blanchard, Nicolas Bancel and Sandrine Lemaire, Pap Ndiaye, Gaston Kelman, Rokhaya Diallo, Alice Diop, Léonora Miano, and Fabienne and Véronique Kanor. *Conducted in French.*

**Requirements/Evaluation:** response papers, midterm paper, TV show, colloquium

**Prerequisites:** RLFR 201, 202, or 203, or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French and Africana Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 226 (D2) RLFR 226 (D1)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it focuses on "the shaping of social differences, dynamics of unequal power, and processes of change" through the lenses of historical colonial legacies, race, gender, citizenship among other questions.

Not offered current academic year

### **RLFR 229 Black Outside the U.S.**

This course explores multiple ways Black identity evolves, adapts and is experienced differently depending on location. Students analyze Black experience in the U.S., France and Senegal through a range of texts from books and social media to music and film. One key aspect of the course is a study abroad trip to Senegal, which increases cultural awareness through experiential learning. This combination of textual learning with experiential knowledge exemplifies how language, religion, gender, geography, and performance shape one's racial identity. In the first section of the course, students investigate Black experience in the U.S., focusing on such topics as the one-drop rule, racial profiling and where mixed people fit within Black/White tensions. The second section highlights the politics of language in France. Students explore how words like "Black," "noir" and "race" have strong political connotations in France and spur both resistance to and alliance with Black American civil rights history. In the third part of the course, students visit Dakar, Senegal, and analyze Blackness through their own observations and encounters. Their trip insights jumpstart the final focus of the course on Senegal. Students investigate the influence of French colonialism on Black identity in Senegal, which makes the two geographical experiences of Blackness very different but still forever linked.

**Class Format:** seminar, the course includes a required spring break trip to Dakar, Senegal, which is no additional cost to students

**Requirements/Evaluation:** evaluation will be based on class participation, short weekly reading responses, two 4-5 page papers, a presentation based on the spring break trip, and a final presentation including a short 2-page report

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** students who have taken other AFR courses, Francophone speakers and students

**Expected Class Size:** 8

**Grading:**

**Distributions:** (D2)

**Attributes:** AFR Core Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

### **RLFR 232 (S) Liberté, Egalité, Fraternité ? Race, Gender, and Political Power in Eighteenth-Century France (DPE)**

**Cross-listings:** COMP 219 RLFR 232

Primary Cross-listing

The French Revolution of 1789 was, to a large extent, inspired by Enlightenment thinkers such as Voltaire, Rousseau, and Diderot who promoted ideas on individual liberty, scientific progress, religious freedom, and secularism. The Revolution brought with it promises of a society freed from the abuses of an absolute monarchy. Yet as feminist thinker Olympe de Gouges would note, when France redefined its notion of citizenship after 1789, it did not include women and people of color. This course examines Enlightenment ideas that led to the French Revolution, while analyzing how those ideas failed to bring true equality. Voltaire, Buffon, and Montesquieu all advocated for the abolition of slavery, but they also held racist and sexist

views, justified by pseudoscientific discourse. By further juxtaposing these thinkers with feminist and abolitionist authors such as Olympe de Gouges and Claire de Duras, we will examine how eighteenth-century female authors advocated for the rights of women. Finally, we will analyze artworks such as Marie-Guillemine Benoist's *Portrait d'une négresse* (1800) and discuss how France is using such works today to reckon with its history of discrimination.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** excellent performance in RLFR 105; successful performance in RLFR 106; other RLFR 200-level courses; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 219 (D1) RLFR 232 (D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity in eighteenth-century France. Through the study of enlightenment and feminist thinkers and leaders, the course asks students to analyze the social, political, and discursive effects of class, race, ethnicity, gender, and sexuality in narratives on revolution, and to re-examine both past and present definitions of "liberty, equality, fraternity."

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**RLFR 260 (F) Francophone Graphic Novels** (DPE)

**Cross-listings:** RLFR 260 COMP 260

**Primary Cross-listing**

In this class we will read contemporary graphic novels and *bandes dessinées* from Côte d'Ivoire, Morocco, Guadeloupe, Lebanon, France, and Québec to analyze how they approach subjects such as colonial history, migration and discrimination, gender and sexuality, and representations of disability and the racialized body. We will pay particular attention to the visual form and the critical theory of the graphic novel to further understand why this hybrid genre has become so popular and widespread, and how it is shaping conversations about difference and power in the Francophone world. *Conducted in French.*

**Requirements/Evaluation:** weekly 1-page response papers, two short 4-5-page papers, presentation and final 7-8-page research paper

**Prerequisites:** RLFR 105, 106, by placement or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students, Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 260 (D1) COMP 260 (D1)

**Difference, Power, and Equity Notes:** The readings in this course focus on French colonial and Francophone postcolonial history, contemporary migration, and structures of discrimination built on race, religion, gender, and ableism in the French-speaking world. We will explore how graphic novels in their hybrid visual/verbal forms propose different ways of shaping the dynamics and the discourse of difference and power.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

**RLFR 300 (S) The *Banlieue* in Literature, Music, and Film** (DPE) (WS)

**Cross-listings:** RLFR 300 AFR 339 COMP 336

**Primary Cross-listing**

The *banlieue* looms large in the French collective imagination. From its origins in medieval law, the term *banlieue* at the end of the 20th century has taken on multiple, at times overlapping, but almost exclusively negative meanings. It designates a peripheral geographical space often in contrast to its city center, social exclusion, "urban culture"--as in Hip Hop-produced within that space, and last but not least the symbolic bias through which its inhabitants are viewed (Vieillard-Baron). In this course, we will examine various constructions of the *banlieue* in French music, a manifesto, film, blogs, and literature to focus on the analytical, contestatory and affirmative dimensions of these narratives. Two decades after the film *La haine*, and ten years after the riots, how are filmmakers, artists, authors, and scholars of the *banlieue* reimagining and reframing the *banlieue*? What do current depictions of *banlieues* in the French media tell us about the State, French politics, and the state of French politics? What do "*banlieue* films" and "*banlieue* lit" tell us about the *banlieue*? In this course, conducted in French, we will read, watch, and listen to various constructions of the *banlieue* in French music, film, and literature to focus on the contestatory and affirmative dimensions of these narratives.

**Requirements/Evaluation:** 3 thesis five-page research papers, 2 start-of-the-class brief presentations, active participation to in-class discussions and mini-conference on the *banlieue* (class final project).

**Prerequisites:** RLFR 105 and above

**Enrollment Limit:** 14

**Enrollment Preferences:** French majors and certificate students, Africana and Comparative literature students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 300 (D1) AFR 339 (D2) COMP 336 (D1)

**Writing Skills Notes:** To hone their research and writing skills (and prepare for their conference on the *banlieue*), students will write three research papers (with thesis statement and subheadings) from which they will receive professor feedback.

**Difference, Power, and Equity Notes:** This course, *Banlieue in Lit, Music, Film* fosters difficult but carefully framed conversations about race, class, gender, citizenship, housing segregation, discursive practices, immigration and belonging in contemporary France and how identities and power relationships are expressed in *banlieue* film, literature and French hip hop music.

**Attributes:** FMST Core Courses

**Not offered current academic year**

**RLFR 307 (F) Building Francophone Cities: Literature, Art and History** (DPE)

**Cross-listings:** RLFR 307 COMP 308

**Primary Cross-listing**

Through literature, visual art, and urban history, this class will engage with the remarkable histories, presents and imagined futures of five Francophone cities: Casablanca (Morocco), Algiers (Algeria), Kinshasa (Democratic Republic of the Congo), Fort-de-France (Martinique) and Port-au-Prince (Haiti). We will learn about their colonial foundations and postcolonial transformations while paying attention to how these urban spaces and their people and histories are represented and imagined by poetry, novels, and visual art. (Conducted in French)

**Requirements/Evaluation:** Active participation, weekly 1-page response papers, midterm 5-page paper, final project (oral presentation and 8-page paper).

**Prerequisites:** RLFR 105 or above, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors or certificate students, Comp. Lit. majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 307 (D1) COMP 308 (D1)

**Difference, Power, and Equity Notes:** This course examines the French colonial history and postcolonial futures of five major Francophone cities and pays particular attention to questions of representation of class, race and gender in the historical, literary and visual record.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 360 (S) Repairing a Broken World: Intro to North African Contemporary Art (DPE)**

**Cross-listings:** ARTH 460 COMP 361 ARAB 360 RLFR 360 ARTH 560

**Primary Cross-listing**

How do artists respond to a world in crisis? How does visual art engage violent histories, injured bodies, social injustice and ecological disaster? In this course we will explore the political and ethical concept of repair as it emerges in the work of contemporary North African visual artists. Repair is both a material and symbolic transformational practice of putting together something that is torn or broken. It is never complete, nor does it redeem a history of harm or violence. Rather repair is an invitation: a bringing of people, histories, objects, buildings, feelings and geographies into relation with one another in order to link worlds that have been splintered and separated. It is also a call to imagine other futures. North African contemporary artists have deeply engaged in this type of repair work, attending to colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity and broken transmission of memory. We will dive into the work of individual artists as well as collectives while reading theoretical texts about broken-world thinking, reparative epistemology, alternative archives, and material reparations.

**Class Format:** Section 1 is conducted entirely in French. Section 2 is conducted in English (with the option of selected reading in French). Students are welcome to sign up for either section but students taking the course for RLFR credit must register for section 1.

**Requirements/Evaluation:** For undergrads: Active participation, weekly glow posts, 5-page mid-term paper, 10-12 page final paper and presentation. For grad students: Active participation, weekly glow posts, 5-page mid-term paper, and 20-page final paper and presentation.

**Prerequisites:** For RLFR students, any RLFR 200-level course or above, or by permission of instructor.

**Enrollment Limit:** 18/sec

**Enrollment Preferences:** If over-enrolled, preference will be given to RLFR, ARAB, ARTH and COMP majors, and only 4 spots will be offered to Grad Art students.

**Expected Class Size:** 15/sec

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 460 (D1) COMP 361 (D1) ARAB 360 (D1) RLFR 360 (D1) ARTH 560 (D1)

**Difference, Power, and Equity Notes:** This course critically examines art work that engages colonial history, economies of extraction and environmental damage, race and slavery, housing inequity, gender identity.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Katarzyna M. Pieprzak

SEM Section: 02 TF 1:10 pm - 2:25 pm Katarzyna M. Pieprzak

**RLFR 410 (F) Senior Seminar: Movement and Migration (DPE)**

How do movement and migration produce and disrupt constructions of identity, home, and the nation? In the context of movement and migration, how is place imagined, experienced and remembered? What are the relationships between movement and containment, flight and freedom? Over the course of the semester, we will examine literary texts, film and visual art from French-speaking communities that focus on: the immigration experience in France, the construction of a Francophone Atlantic identity, internal migration between rural and urban spaces, clandestine migration between Africa and Europe, population displacement due to war, and the possibility of creating portable or nomadic places of memory. Works by Chamoiseau, Glissant, Diome, Condé, Maffre, Pineau, and Binebine among others. *Conducted in French.*

**Requirements/Evaluation:** Weekly 1-page response papers, 5-page mid-term paper and a final 10-page research paper and presentation.

**Prerequisites:** Any 200-level RLFR course, or by permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior French majors and students completing the certificate in French, but open to advanced students of French.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** Students will explore how literature, film and art narratives on migration and movement challenge (and also sometimes replicate) discourses of exclusion and structures of discrimination based on race and ethnic identity and gender. While the course focuses on French-speaking communities and people, we will think broadly about difference and power as they relate to movement, flight and freedom.

Not offered current academic year

### **RLFR 412 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers**

**Cross-listings:** WGSS 408 RLFR 412

Primary Cross-listing

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers

**Prerequisites:** a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 408 (D2) RLFR 412 (D1)

Not offered current academic year

### **RLFR 414 (S) Senior Seminar: Coming of Age: French and Francophone Childhood and Adolescent Film (DPE)**

**Cross-listings:** RLFR 414 COMP 414

Primary Cross-listing

Like the bildungsroman in literature, the coming of age story is a genre in itself in cinema. In this senior seminar, we will watch, discuss, and analyze French and Francophone childhood and adolescent narrative films whose protagonists bring into focus larger issues such as racial discrimination, class, gender, sexual identity, social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking. We will watch seminal films by Euzhan Palcy, the Dardennes brothers, Céline Sciamma, Férid Boughédir, François Truffaut, Faiza Ambah, and Raoul Peck.

**Requirements/Evaluation:** three three-page response papers; thesis statement, methodology, and works cited list on one page; 2 low-stakes presentations and one script of a video essay or academic journal "special issue" essay

**Prerequisites:** 200-level RLFR courses

**Enrollment Limit:** 19

**Enrollment Preferences:** French and Comparative Literature majors and certificate students

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 414 (D1) COMP 414 (D1)

**Difference, Power, and Equity Notes:** This course qualifies for a Difference, Power, and Equity requirement because the films we focus on racial inequality, class, gender, sexual identity, post slavery society in the Caribbean, lack of social mobility, repression from the state, regime change, delinquency, justice, bereavement, and human trafficking.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Sophie F. Saint-Just

**RLFR 493 (F) Senior Thesis: French**

French senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Leyla Rouhi

**RLFR 494 (S) Senior Thesis: French**

French senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Leyla Rouhi

**RLFR 497 (F) Independent Study: French**

French independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Leyla Rouhi

**RLFR 498 (S) Independent Study: French**

French independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

### **RLFR 511 (F) Intensive French Grammar and Translation**

This course is designed to offer students a thorough and systematic review of sentence structures and grammar to develop a reading knowledge of French. Through this intensive study, students will learn to decipher the subtleties of the written language, and as they become more confident they will start translating a variety of short excerpts. Students are also expected to learn and develop a wide lexical range centered on art history and criticism, but not limited to it.

**Class Format:** classes meet twice weekly and are conducted in English

**Requirements/Evaluation:** class participation, papers, a midterm, and a final examination

**Prerequisites:** a strong interest and need to learn French

**Enrollment Preferences:** although this course is to serve the needs of students enrolled in the Graduate Program in the History of Art, undergraduates may enroll by permission of the instructor

**Grading:** pass/fail option only

**Distributions:** (D1)

Not offered current academic year

### **RLFR 512 (S) Readings in French Art History and Criticism**

This course is designed to provide Graduate Program students and interested others with knowledge of French acquired through translation and interpretation. The core of this course is based on the reading and translating of a variety of critical works covering different periods and genres in the field of art history. The material read will be analyzed in form and content, translated or summarized, in order to develop the skills and understand the techniques necessary for reading French accurately. Grammar will be reviewed in context.

**Requirements/Evaluation:** evaluation is based on class participation, papers, a midterm, and a final examination

**Prerequisites:** RLFR 511 or permission of instructor; undergraduates are welcome with permission of instructor

**Grading:** pass/fail option only

**Distributions:** (D1)

Not offered current academic year

### **Winter Study -----**

### **RLFR 13 (W) Creative Portraiture in the Darkroom**

In this course, we will revisit the boundaries between self-portraiture and portraiture. Working in pairs, students will both practice being a model and a photographer: they will pose as a model for their classmates and assist a classmate in creating a self-portrait. In addition, using as a point of departure Hippolyte Bayard's photograph Self-Portrait as a Drowned Man, one of the first self-portraits in the history of photography, students will learn how to use the view camera (the large format camera used during the invention of photography in 1839 and still in use today). We will also study the characteristics of film photography, specifically, light, chemicals, sensitive media, and negative and use them as tools to make creative portraits in the darkroom. By the end of the course, students will have learned to shoot with a 4 x 5 view camera and have practiced with manipulations in the darkroom in order to create unique portraits. Each student will exhibit their work as a triptych in an exhibition. Be aware that this class requires an average of 10 weekly lab or studio hours outside of regular classes.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** knowledge of black and white analog photography is preferred, but not required

**Enrollment Limit:** 10

**Enrollment Preferences:** Art majors then random

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Documentary photographer Daniel Goudrouffe, who describes himself as a photographer-author, creates compelling visual narratives about the complexity of life in the Caribbean and its diaspora. His archive of the contemporary Caribbean equally enable

**Materials/Lab Fee:** \$150

**Attributes:** SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 TWR 10:00 am - 12:50 pm Daniel Goudrouffe

**RLFR 30 (W) Honors Essay: French**

To be taken by candidates for honors other than by thesis route.

**Class Format:** honors essay

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLFR 31 (W) Senior Thesis: French**

To be taken by students registered for French 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLFR 88 (W) French Sustaining Program**

Students registered for RLFR 101-102 are required to attend and pass the French Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TWF 9:00 am - 9:50 am Danae Tsiamis, Paul Bouchet, Leyla Rouhi

**RLFR 99 (W) Independent Study: French**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Leyla Rouhi

## ROMANCE LANGUAGES (Div I)

### ITALIAN

Chair: Professor Leyla Rouhi

Visiting Assistant Professor: M. Monserrati

The study of Italian in the target language encourages students to gain a deep appreciation of the language, culture and literature through active participation and meaningful experience with the culture on its own terms. Italian courses at Williams are therefore conducted exclusively in Italian in order to enhance and reinforce the emotive and cognitive involvement of the students as they are introduced to the Italian world-view in a lively and natural manner. Students desirous of more contact with Italian are encouraged to attend the weekly Italian Table in the designated college dining hall. More information can be found at [cflc.williams.edu/italian](http://cflc.williams.edu/italian).

#### RLIT 101 (F) Elementary Italian

This course is designed for beginners. Its goal is to give students the opportunity to develop a basic oral/aural and reading/writing proficiency in Italian. During the semester, you will be given training in grammar, pronunciation, aural-oral skills, reading, and writing in Italian by studying a wide range of communication patterns and real-life situations. At the end of the semester, you will be able to use Italian to talk about yourself, describe your family, town, friends, and discuss your interests. You will also be able to talk in Italian about the present and past events and converse with your peers about your daily activities. Your listening skills will allow you to understand short dialogues and conversations, watch clips from mainstream Italian films, and write short compositions. *Conducted entirely in Italian.* The course is taught in person.

**Class Format:** five hours a week with the professor

**Requirements/Evaluation:** participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

**Prerequisites:** none; not open to those who have had one year or more of high school Italian

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during Winter Study; credit granted only if both semesters (RLIT 101 and 102) are taken

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 9:00 am - 9:50 am Michele Monserrati

#### RLIT 102 (S) Elementary Italian

This course is designed for beginners who already have some basic knowledge of Italian. Its goal is to give students the opportunity to review and expand their oral/aural and reading/writing proficiency in Italian. During the semester, you will continue to learn grammar, vocabulary, pronunciation while improving your aural-oral skills, reading, and writing in Italian. The instructor will present you with a wide range of communication patterns and real-life situations to achieve these goals. At the end of the semester, you will be able to use Italian to talk about yourself, your life, describe your town and history, dreams and interests, and express your opinion on complex topics. You will also be able to talk in Italian about the present, past, and future events and express doubts and hopes. You will understand more complex conversations and clips from mainstream Italian films and write more extended compositions. *Conducted entirely in Italian.*

**Class Format:** Students will meet four times a week with me and once a week with the TA in small groups of 2-3 students.

**Requirements/Evaluation:** participation, homework, compositions, quizzes, an oral exam, oral presentation, midterm and final exams

**Prerequisites:** RLIT 101; not open to those who have had one year or more of high school Italian

**Enrollment Limit:** 20

**Enrollment Preferences:** instructor will prioritize on the basis of study abroad plans and year at Williams

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** students registered for RLIT 101-102 are required to attend and pass the sustaining program during the winter study period; credit granted only if both semesters (RLIT 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

SEM Section: 01 M-F 10:00 am - 10:50 am Michele Monserrati

### **RLIT 105 (F) Pathway to Proficiency**

The course taught in Italian aims primarily to fine-tune the student's speaking, reading, and writing ability while introducing the formal study of Italian culture and society by analyzing short literary texts, articles, films, and plays. This course will also explore Italy's lesser-known cultural and natural sites in an attempt to highlight what Italy has to offer in terms of eco-friendly and sustainable tourism and cultural diversity. In the wake of *Black Lives Matter's* quest for social justice, a part of this course will be dedicated to Italian black writers and artists to explore how the Italian colonial past affects Italy's racial discourse and the construction of its national identity. Students will review and expand the previous semesters' grammar structures to achieve a higher level of fluency and sophistication in language production. Italian 105 is intended for study-abroad returnees and other advanced speakers; students who have been particularly successful in Italian 101-102 are also encouraged to enroll. The course is taught in person.

**Requirements/Evaluation:** oral presentations, midterm and final exams, tests, compositions, participation

**Prerequisites:** RLIT 101/102 or by permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Students from 101/102 classes, as well as study-abroad returnees.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Michele Monserrati

### **Winter Study -----**

#### **RLIT 88 (W) Italian Sustaining Program**

Students registered for RLIT 101-102 are required to attend and pass the Italian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TWR 9:00 am - 9:50 am Michele Monserrati

#### **RLIT 99 (W) Independent Study: Italian**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Leyla Rouhi

## ROMANCE LANGUAGES (Div I)

### SPANISH

**Chair: Professor Leyla Rouhi**

Professors: G. Bell-Villada, S. Fox, J. French. Assistant Professor: C. Macías Prieto. Visiting Assistant Professor: A. Hanson

Teaching Associates: Gabriel Gonzalo Fernández, Emma González Martínez, Anamaría Pla-Ávalo

On leave: G. Bell-Villada (Spring)

#### THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

#### THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the

content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

## THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

## PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, *¡Bienvenida! ¡Bienvenido!* We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as "true beginners," those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

## STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Four maximum.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Our Senior Seminars are required for the major.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study**

away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

### **RLSP 101 (F) Elementary Spanish**

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

**Requirements/Evaluation:** participation, regular homework exercises, quizzes, a midterm, and a final exam.

**Prerequisites:** This course is for students who have no previous background in Spanish.

**Enrollment Limit:** 15

**Enrollment Preferences:** None. However students with two or more years of High School Spanish are normally not eligible.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** Textbook.

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Soledad Fox

### **RLSP 102 (S) Elementary Spanish**

This course is a continuation of RLSP 101. It focuses on grammar, elementary composition, practice in conversation, and reading of easy modern texts. It is taught by the intensive oral method.

**Class Format:** The class meets five hours a week; students will complete workbook and lab exercises weekly.

**Requirements/Evaluation:** Daily preparation and participation, regular assignments, frequent tests, a midterm and a final. At least two cultural activities per semester must be attended.

**Prerequisites:** RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school. Students must complete RLSP 101 as well as the Winter Study sustaining program to be eligible to enroll.

**Enrollment Limit:** 20

**Enrollment Preferences:** potential majors, all those showing serious interest in the study of a new language.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students in RLSP 101-102 are required to attend and pass the sustaining program during the winter study period.

**Distributions:** (D1)

Spring 2023

SEM Section: 01 M-F 10:00 am - 10:50 am Leyla Rouhi

### **RLSP 103 (F) Intensive Intermediate Spanish**

**RLSP 103 (F) Intensive Intermediate Spanish.** This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural

traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. **Conducted in Spanish.**

**Class Format:** Class meets four hours a week: three times with the professor (either in the morning or at noon) and one time in the afternoon with the TA.

**Requirements/Evaluation:** Regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

**Prerequisites:** RLSP 101-102 or by Spanish placement exam

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

SEM Section: 03 MWF 10:00 am - 10:50 am Jennifer L. French

CON Section: 04 TBA Jennifer L. French

#### **RLSP 104 (S) Intensive Intermediate Spanish, Upper Level**

This course is a continuation of Spanish 103. During the spring semester we resume our work to expand your proficiency in each of the major skill-groups (listening, speaking, reading and writing) while increasing familiarity with the vibrant cultures of the Spanish-speaking world. Students in both sections of RLSP 104 can once again expect to sample a variety of written and audiovisual media -- poems and short fiction, essays, journalism, blogs and film -- to deepen their understanding of Hispanic cultures. However, Section 2 will have a more distinct focus on cinema: we will watch a series of classic and contemporary films and develop the specialized vocabulary and skills needed to analyze them in class discussions and student writing. Regardless of which section you are in, students in Spanish 104 can expect to write regularly and to meet with their professor, teaching associate and classmates in varying combinations for four hours each week. This course is designed to prepare students for further literary and cultural studies in Spanish -- including the challenges of study abroad -- and to hone communication skills that are increasingly essential in professional fields such as medicine, law, and education. *Pasajes Lengua* and its accompanying *Cuaderno de Práctica* will once again serve as our primary texts. Conducted in Spanish. For students who have not taken Spanish 103 at Williams, the departmental placement exam is required for enrollment in 104.

**Class Format:** Students will spend 4 hours per week in class in engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

**Requirements/Evaluation:** Weekly 1- to 2-page compositions, daily homework and class participation, oral reports, unit exams and a final exam.

**Prerequisites:** RLSP 103 or by Spanish placement exam

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 11:00 am - 11:50 am Carlos Macías Prieto

SEM Section: 02 MWF 10:00 am - 10:50 am Jennifer L. French

### **RLSP 105 (F) Advanced Grammar, Composition, Conversation**

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports. They will also meet with the Teaching Associate, in smaller groups, weekly.

**Class Format:** students must participate in TA sessions once a week.

**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, occasional quizzes, oral reports; active participation and regular attendance required.

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 9:00 am - 9:50 am , Aroline Hanson

SEM Section: 02 MWF 10:00 am - 10:50 am , Aroline Hanson

### **RLSP 106 (S) Advanced Grammar and Composition through Literature**

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

**Class Format:** Discussion.

**Requirements/Evaluation:** a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

**Prerequisites:** RLSP 104, any course 201+, placement exam or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomore

**Expected Class Size:** 10-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 107 (F) Advanced Grammar and Conversation**

How is Spanish language relevant to my academic field? What linguistic and cultural resources should I acquire to effectively communicate my academic interests in this language? How do I prepare for a professional presentation in Spanish? What are the limitations of the academic language at the moment of interacting with people in the community? The Advanced Grammar course 107 will provide cultural and linguistic resources to address the questions above and other common concerns that students have around their proficiency and skills to communicate effectively. This course focuses on helping students to advance their cultural and communicative skills in Spanish, as they share their professional interests with other

students. The class will discuss four general topics -medicine, history and human rights, art, and environmental issues-, which will create the context for students to conduct oral presentations and activities around their own academic fields. Another important emphasis of the course will be to connect students' professional interests to current issues of social justice in USA, Latino America and other world countries. To expand their cultural and linguistic knowledge, participants will prepare two different types of oral activities for the class: formal-academic presentations and non-formal activities that use colloquial registers. The RLSP 107 course will require a constant and committed collaboration between participants.

**Class Format:** Students should expect to meet with the professor three times per week during the scheduled class hours. One hour of practice with the TA will be added at agreed-upon times once the enrollment is fully established.

**Requirements/Evaluation:** Regular grammar and composition assignments, a mid-term exam and a final project; intense reading, active participation and regular attendance required.

**Prerequisites:** RLSP 104, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and certificate students, current and potential.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 201 (F) The Spanish Labyrinth**

How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How has the Covid-19 pandemic affected Spain's health system, demographics, and international economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain's obsession with its own recent past, and its uncertain future as it begins to recover from the effects of Covid. Secondary texts will also be provided for historical and socio-political background and reference. *Conducted in Spanish.*

**Requirements/Evaluation:** Conducted entirely in Spanish, Active regular participation in class discussions. Each student will give one presentation and, on a separate occasion, also be a discussion leader. Two short writing assignments (2-3 pp) and one final essay (10-12 pp). Students are encouraged to use office hours (or by appointment meetings) at different points in the semester to help each one with questions, approaches to homework and class participation, and to provide additional feedback and practice for writing and oral expression.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Spanish majors and certificate candidates

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox

### **RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)**

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, oral, writing, and reading comprehension skills. *Conducted in Spanish.*

**Class Format:** Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts.

**Requirements/Evaluation:** Assignments will include four essays (from 4 to 6 pages each); a number of short writing assignments; a mid-term and a final exam; and consistent preparation and class participation.

**Prerequisites:** RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students who are considering the major in Spanish

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Each student will write four essays on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Spring 2023

SEM Section: 01 MWF 11:00 am - 11:50 am Jennifer L. French

### **RLSP 203 (F) From Modernismo to El Boom de la Novela**

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

**Class Format:** In-person.

**Requirements/Evaluation:** Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors, juniors, and then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** GBST Latin American Studies Electives

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

### **RLSP 204 (S) Hispanic/Bilingual Communities in USA: language and identity**

"Hispanic/Bilingual Communities in USA: language and identity" is a course for Heritage Learners with two different profiles: those who have acquired Spanish at home and those who have been learning the language at school. Students' own sense of affective connection with the language through their families will guide our reflection on Spanish as a social component that unifies multiple Hispanic communities in the USA. We will also discuss the dialectal, sociolectal and generational differences between the members of those speaking communities, and the implications of considering these groups as homogenous. The course will address the role that media, institutions and cultural products play in preserving and (re)defining Spanish in the USA. We will review the language and its variation through TV programs, music, magazines, and literature. Heritage Learners already have an important foundation of linguistic knowledge that prepares them for interaction in Spanish. In this course they will be asked to further extend their resources through constant grammar and vocabulary practice. The course requires writing reports and larger texts, and the reading of an important amount of specialized texts in Spanish. Many of the daily activities will require teamwork. The course will meet 2 times per week: M, W, 1 hour 15 minutes per session. Students who have taken Spanish 209 can also register for this course.

**Requirements/Evaluation:** Evaluation will be based on class participation, daily assignments, essays, projects and one parcial exam.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, juniors, majors, or concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 206 (S) Latin-American Civilizations**

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

**Class Format:** In-person

**Requirements/Evaluation:** two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Juniors, sophomores, first-years.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 209 (F) Spanish for Heritage Speakers**

**Cross-listings:** LATS 209 RLSP 209

Primary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

**Requirements/Evaluation:** homework, class participation, and a series of communicative projects

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Potential Spanish majors/certificate students and LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 209 (D1) RLSP 209 (D1)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Carlos Macías Prieto

### **RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries**

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the

historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.* This course fulfills the pre-1800 requirement for the Spanish major

**Requirements/Evaluation:** evaluation will be based on class participation, short paper assignments, and a final paper

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 216 (S) Latin American Environmental Literature and Cultural Production (DPE)**

**Cross-listings:** RLSP 216 ENVI 233

#### **Primary Cross-listing**

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the *Popol vuh*), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. *Conducted in English.*

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

### **RLSP 217 (S) Love in Early Modern Spain**

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, San Juan de la Cruz, Santa Teresa, María de Zayas, and others will show us how the theme was treated from diverse perspectives, and how it related to the social and political context of the time. *Conducted in Spanish.*

**Requirements/Evaluation:** Active and meaningful participation, short assignments, one final project.

**Prerequisites:** RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 220 (S) Women on the Verge**

**Cross-listings:** RLSP 220 WGSS 222

**Primary Cross-listing**

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.

**Requirements/Evaluation:** This course is conducted entirely in Spanish.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 220 (D1) WGSS 222 (D2)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Soledad Fox

### **RLSP 228 (S) Velázquez, Goya, and Picasso**

**Cross-listings:** ARTH 228 RLSP 228

**Primary Cross-listing**

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

**Requirements/Evaluation:** 3- to 5-page weekly assignment

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

**RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)**

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

**Prerequisites:** RLSP 105, placement exam results, permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

**RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)**

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

**Prerequisites:** RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macias Prieto

**RLSP 251 (F) Somos Sur: US-Mexico-Central American Borderlines (WS)**

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

**Requirements/Evaluation:** essays, oral presentation, participation

**Prerequisites:** RLSP 105, placement exam results, permission of the instructor or the Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

**Not offered current academic year**

**RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America (DPE) (WS)**

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars--the Paraguayan War (1864-1870) and the Pacific War (1879-1883)--each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of 'civilization.' We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester,

each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

**Class Format:** Conducted in Spanish.

**Requirements/Evaluation:** Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates' written work. Essays will be graded after they have been revised and submitted to the professor.

**Prerequisites:** Any 200-level Spanish course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to Spanish majors.

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

**Difference, Power, and Equity Notes:** This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend to deal with those conflicts.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 264 (S) Outcasts of the Lettered City: Nation-Building and the Margins in 19th Century Latin America (DPE) (WS)**

Bandits, vagabonds, runaway slaves, and unruly women. Defeated soldiers. Afro-Colombian rivermen. Indigenous Americans and their white captives. Latin American cultural production of the 19th century is conventionally studied in terms of the urban intellectuals' projects of nation-formation in the aftermath of the long struggle for independence from Spain. This course examines that process from the outside, considering instead a series of literary and other writings that represent the marginalized others of the desired nation-state, the women and men, many of them Afro-descended, Indigenous and mixed race, who found themselves excluded from the new national community--or who preferred a life on the pampas, deep in the jungle, or somewhere else outside the confines of bourgeois society. Primary readings will be selected from among the following: Simón Rodríguez, *American Societies in 1828*, Juan Francisco Manzano, *Autobiography of a Slave*; Domingo F. Sarmiento, *Facundo. Civilization and Barbarism in the Argentine Republic*; José Hernández, *Martín Fierro*; Flora Tristán, *Peregrinations of a Pariah*; Juan Crisóstomo Centurión, *Viaje nocturno*, Federico Gamboa, *Santa*; Candelario Obeso, *Popular Songs of My Land*; Cirilo Villaverde, *Cecilia Valdés*, Lucio V. Mansilla, *Excursion to the Ranquel Indians*. We will also read a number of critical essays by leading scholars in the field of 19th century Latin American literature.

**Requirements/Evaluation:** Students will write and revise approximately 20 double-spaced pages, in Spanish, over the course of the semester. Students will also prepare 10-15 minutes responses to their classmates' work. We will read 100-150 pages of Spanish prose each week and well as critical essays, which will often be in English.

**Prerequisites:** Any 200-level course with an RLSP prefix or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors and potential Spanish majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course is conducted as a tutorial. The number of students in each unit (pairs or triplets) depends on how many students enroll, but whatever our structure turns out to be, each student can anticipate multiple opportunities to write and revise their individual essays in response to feedback from their classmate and professor, as well as to serve as the respondent offering feedback on other students' work. Thus we emphasize editing and revision as essential parts of the writing process.

**Difference, Power, and Equity Notes:** This course examines structures of exclusion in 19th century Latin America -- the reproduction and

perpetuation of socio-economic and institutional structures based on racial, gendered and class-based hierarchies established during the colonial era -- and the spaces that historical individuals have been able to occupy within and around them.

Not offered current academic year

### **RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)**

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

**Requirements/Evaluation:** essays, oral presentation, participation

**Prerequisites:** RLSP 105, placement exam results, permission from the instructor or the Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish major

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

**Attributes:** FMST Related Courses GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 301 (S) Cervantes' "Don Quijote"**

We will devote the semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence. We will study Cervantes' handling of issues that continue to have relevance to our lives today: relationships, the role of fiction in life, the shapes of mental illness, how we show people who we think we are, how our governments, families and friends decide who we are, the fun and annoyance of going on a road trip with someone, the meaning of justice, and the meaning of storytelling, to name a few. In the process, we will set things in context to understand what was going on in Cervantes' world. Finally, we will find that even an entire semester was not enough to engage fully with this extraordinary work. *Conducted in English using a contemporary translation.*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation; two to three short projects and one final research project

**Prerequisites:** any 200-level RLSP or Comp lit or English course at Williams

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and Comp Lit majors and Engl majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 9:00 am - 9:50 am Leyla Rouhi

### **RLSP 303 (S) Cervantes' "Don Quijote"**

A close study, in Spanish, of one of the most influential and early European novels. *Don Quijote* by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the *Quijote*: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

**Class Format:** discussion conducted in Spanish

**Requirements/Evaluation:** active participation, two short papers, and a final project in close consultation with the instructor

**Prerequisites:** any RLSP 200-level literature class taken at Williams, or permission of the instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course fulfills one of the requirements for the Spanish major

**Distributions:** (D1)

Not offered current academic year

### **RLSP 307 (F) The Short Stories of Miguel de Cervantes**

We will conduct a close study of the collection of short stories known as *Las novelas ejemplares* written by Miguel de Cervantes (1547-1616 CE). The stories, though not as famous as *Don Quijote*, are as innovative and dynamic as the author's best-known novel. We will set them in the context of the political and artistic landscape of Spain in the early part of the 17th century to better understand their nature and function. In particular, we will pay attention to how social and individual identities are shaped in the stories, and the ways in which our own assumptions about identity work alongside those of these texts.

**Class Format:** Conducted in Spanish.

**Requirements/Evaluation:** Regular attendance and active participation; two short essays or four reaction papers; one final project of 8-10 pages or the equivalent in close consultation with the instructor.

**Prerequisites:** Any RLSP 200-level class taken at Williams, or results of the placement test, or permission of instructor.

**Enrollment Limit:** 18

**Enrollment Preferences:** Preference given to Spanish and COMP majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)**

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)**

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied.

Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

**Class Format:** In-person.

**Requirements/Evaluation:** three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)**

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

### **RLSP 388 (S) La Regenta: Masculinity in Crisis in Nineteenth-Century Spain**

This seminar is an in-depth study of arguably the most remarkable Spanish novel of the nineteenth century: *La Regenta* (1885) by Leopoldo Alas (alias Clarín, 1852-1901). We will spend the semester living with the most eccentric, repressed, confused, sometimes arrogant, and sometimes humble inhabitants of the fictional city of Vetusta (based on the real city of Oviedo) and immerse ourselves in Spanish history and culture through a story of adultery. In the grand tradition of nineteenth-century novels about fallen women, *La Regenta* in fact reveals the seamy underside of society, the profound anxieties of masculinity and identity formation, as well as where our biases and assumptions about both successful and failed relationships come from today.

**Requirements/Evaluation:** Active and meaningful participation, short assignments, one final project.

**Prerequisites:** Any Spanish 200-level class taken at Williams, or results of the Williams Placement Test, or permission of Instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish and Comparative Literature Majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 401 (F) Climate Changes (Latin America): Aesthetics, Politics, Science**

**Cross-listings:** RLSP 401 ENVI 301

Primary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

**Requirements/Evaluation:** rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

**Prerequisites:** one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this is the senior seminar required for all Spanish majors

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 401 (D1) ENVI 301 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

#### **RLSP 404 (F) Spain's Tale of Two Cities:Madrid and Barcelona (DPE)**

The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia*(1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

**Requirements/Evaluation:** This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.

**Prerequisites:** Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

**Enrollment Limit:** 11

**Enrollment Preferences:** Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Not offered current academic year

#### **RLSP 405 (F) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)**

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Martin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are

constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

**Requirements/Evaluation:** Four essays, class presentations, active participation, and regular attendance required

**Prerequisites:** any 300-level RLSP course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior Spanish Majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Not offered current academic year

#### **RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)**

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

**Requirements/Evaluation:** Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

**Prerequisites:** Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Senior Spanish majors, then other interested students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Jennifer L. French

#### **RLSP 493 (F) Senior Thesis: Spanish**

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Leyla Rouhi

**RLSP 494 (S) Senior Thesis: Spanish**

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Leyla Rouhi

**RLSP 497 (F) Independent Study: Spanish**

Spanish independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Leyla Rouhi

**RLSP 498 (S) Independent Study: Spanish**

Spanish independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Leyla Rouhi

**Winter Study -----**

**RLSP 30 (W) Honors Essay: Spanish**

To be taken by candidates for honors other than by thesis route.

**Class Format:** honors essay

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLSP 31 (W) Senior Thesis: Spanish**

To be taken by students registered for Spanish 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLSP 88 (W) Spanish Sustaining Program**

Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program--check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TWF 9:00 am - 9:50 am Gabriel Gonzalo Fernández, Anamaria Pla-Avalo, Emma Gonzalez Martinez, Leyla Rouhi

**RLSP 99 (W) Independent Study: Spanish**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Leyla Rouhi

## RUSSIAN (Div I)

Chair: Professor Janneke van de Stadt

Professors: J. van de Stadt and J. Cassidy; Assistant Professor: O. Kim; Bolin Dissertation Fellow: Kamal Abdul Kariem; Teaching Associate: Dilara Karashashova

### LANGUAGE STUDY

The department provides language instruction to enable students to acquire all five linguistic skills: understanding, speaking, reading, writing, and culture. Russian 101-W88-102 covers the basics of Russian grammar. Russian 103 through 202 offer additional instruction in grammar and vocabulary acquisition, and provide extensive practice in reading and conversation.

### STUDY ABROAD

The department strongly encourages students who want fluency in Russian to spend a semester or year studying in Russia or one of the former Soviet republics. Students generally apply to one of several approved foreign study programs. Russian 104 or the equivalent and junior standing are normally prerequisite for study abroad.

### FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

No, generally not until after a student returns and can provide course material for review (e.g. completed work such as exams, portfolios, lab reports and the like).

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

In Addition to course title and description, we always have a conversation with our students about the actual work they completed since sometimes syllabi are vague, or not followed with complete thoroughness.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes, four courses.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

#### **Are there specific major requirements that cannot be fulfilled while on study away?**

No, the only candidate for this would be the Senior Seminar, and it has never been an issue.

#### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

#### **Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

### LITERATURE AND CULTURE IN TRANSLATION

The department regularly offers courses on Russian literature, culture, and politics in English for those students who have little or no knowledge of Russian, but who wish to become acquainted with Russian literary, cultural, and social history.

### THE CERTIFICATE IN RUSSIAN

To enhance a student's educational and professional profiles, the Certificate in Russian offers a useful tool for using the language in a wide variety of disciplines. The sequence of language and culture courses is designed to supplement a student's major at Williams by enabling the student to expand their knowledge in a related field.

Students who enter Williams with previous training in Russian may substitute more advanced courses for all the 100-level courses; they can also be exempted from up to two of the required courses. Thus, in order to earn a certificate a student must take no fewer than five courses (including three courses in Russian) after enrolling at Williams. The student must achieve proficiency at the level of a B in RUSS 251 or the equivalent.

## Required Courses

101

102

103

104

one additional course conducted in Russian

## Elective Courses

at least one course on Russian cultural history

at least one course on Russian intellectual, political, or social history, or post-Soviet economics

## THE MAJOR

The Russian major offers students an interdisciplinary approach to the intellectual and cultural history of Russia and the former Soviet republics. Students complete the major by combining courses in Russian language and literature with courses in history, political science, music, economics, and art. The major requires a minimum of ten courses of which at least six must be conducted in Russian, at least two must be at the 300-level, and one at the 400-level. In addition, students may take up to four related courses offered by other departments and taught in English.

### Examples of appropriate courses in other departments are:

HIST 241 Imperial Russia

SOC 248 Post-Soviet Paradoxes

HIST 337 After Stalin: Soviet History

PSCI 286 Russian Politics and Foreign Policy under Vladimir Putin

Students selecting the major must typically complete Russian 104 or 152 (or the equivalent) by the end of the junior year. Majors will normally be expected to take the 400-level seminar offered in their senior year, even if they have previously taken another version of it. Russian majors may receive major credit for summer language study (in consultation with the department) and for as many as four courses taken during study abroad.

## THE DEGREE WITH HONORS IN RUSSIAN

At the beginning of the second semester of the senior year, students may nominate themselves to candidacy for the degree with honors. By the end of the junior year at the latest, however, they will have established in consultation with the department their qualifications for embarking on the project, the pattern of study to be followed, and the standards of performance.

Students earn a degree with honors by submitting a senior thesis (493-W31-494) of honors quality.

## RUSS 101 (F) Elementary Russian I

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills--listening comprehension, speaking, reading, writing, and culture--through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 252.

**Class Format:** class meets five times a week;

**Requirements/Evaluation:** active class participation, completion of all assignments, regular summative exercises, written and oral final exercises

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-and second-year students; students expressing an interest in the Russian major or certificate; students who need to learn Russian for research purposes

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students registered for RUSS 101-102 are required to attend and to pass the sustaining program during the winter study period; credit granted only if both semesters (RUSS 101 and 102) are taken.

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Janneke van de Stadt

### **RUSS 102 (S) Elementary Russian II**

An introduction to contemporary standard Russian, this course provides opportunities to acquire basic proficiency in all five language skills-listening comprehension, speaking, reading, writing, and culture-through immersion, intensive use of authentic materials, and a strong emphasis on the spoken word in all class activities. Greater emphasis is placed on writing in the second semester. For students who already know some Russian, consultation with the department is required before registering for any Russian language course in the sequence 101 through 203.

**Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, tests, and a final exam

**Prerequisites:** RUSS 101 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students expressing an interest in the Russian major or certificate

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** credit granted only if both semesters (RUSS 101 and 102) are taken

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am TR 9:55 am - 11:10 am Olga Kim

### **RUSS 103 (F) Intermediate Russian 1**

This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian culture, current events, and daily life.

**Requirements/Evaluation:** daily homework assignments, review tests after each chapter, presentations

**Prerequisites:** students who passed RUSS102 or its equivalent

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who major or are planning to major in Russian

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

LEC Section: 01 MWF 11:00 am - 11:50 am Olga Kim

### **RUSS 104 (S) Intermediate Russian**

This course continues to develop all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least three semesters of college-level Russian. Coursework includes the ongoing study of Russian grammar, especially of increasing complexity, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Significant attention will be devoted to vocabulary expansion. Students who complete the yearlong sequence of RUSS 103 and RUSS 104 should be well prepared to undertake study abroad in Russia and are encouraged to do so.

**Class Format:** the class meets four hours a week: three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

**Requirements/Evaluation:** Daily class participation and preparation, completion of all assignments and exercises, in and out of class, two oral assessments, and a final written exercise

**Prerequisites:** RUSS 103 or RUSS 151 or the equivalent; consult with instructor if unsure

**Enrollment Limit:** 15

**Enrollment Preferences:** Russian Majors and language certificate seekers, then students of Russian language, literature, history or culture.

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 11:00 am - 11:50 am Janneke van de Stadt

### **RUSS 151 (F) Continuing Russian I**

This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

**Requirements/Evaluation:** active class participation, completion of all assignments and summative exercises

**Prerequisites:** completion of at least one year of college-level Russian (RUSS 101-102) or the equivalent, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Russian majors and certificate seekers

**Expected Class Size:** 4-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RUSS 152 (S) Continuing Russian II**

This course develops all five skills--listening comprehension, speaking, reading, writing, and culture--for students who have completed at least one year of college-level Russian. Coursework includes a systematic review of Russian grammar, as well as an examination of a variety of authentic materials from Russian and Soviet culture, current events, and daily life. Intermediate students will concentrate on expanding their vocabulary, while more advanced students will focus on reading and writing about unabridged texts in Russian. Students who complete the yearlong sequence of RUSS 151 and RUSS 152 should be well prepared to undertake study abroad in Russia and are encouraged to do so. Each year this course is custom-designed to meet the needs of those students who enroll, so that both intermediate and advanced students can benefit from taking RUSS 151 and/or RUSS 152 more than once, which may be done with the permission of the instructor.

**Class Format:** the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

**Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam

**Prerequisites:** RUSS 151 or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 4-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RUSS 201 (F) Advanced Russian I**

This course continues to develop all five skills--conversation, listening comprehension, reading, culture, and writing--for students who have completed at least two years of college-level Russian or the equivalent. Coursework includes the study of higher-level Russian grammar, as well as an examination of a variety of materials--print and other media--from Russian and Soviet culture, current events, history, and the arts.

**Class Format:** Class meets with the instructor two or three times per week, and once a week with the Teaching Associate at a time and place TBA.

**Requirements/Evaluation:** regular attendance, active class participation, completion of daily homework, 2-3 short essays, 2-3 summative exercises, and 2 oral assessments

**Prerequisites:** Russian 152 or 104 or the equivalent, consult with the instructor if unsure

**Enrollment Limit:** 15

**Enrollment Preferences:** Russian majors and language certificate seekers; students of Russian language, history, and culture

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Janneke van de Stadt

### **RUSS 202 (S) Advanced Russian II**

This course continues to develop all five skills--conversation, listening comprehension, reading, culture, and writing--for students who have completed at least two years of college-level Russian or the equivalent. Coursework includes the study of higher-level Russian grammar, as well as an examination of a variety of materials--print and other media--from Russian culture, current events, history, and the arts.

**Requirements/Evaluation:** class participation, oral and written exams

**Prerequisites:** RUSS 201 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Russian majors and students of Russian language, history, and culture

**Expected Class Size:** 5

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Julie A. Cassidy

### **RUSS 203 (F) Nineteenth-Century Russian Literature**

**Cross-listings:** COMP 203 RUSS 203

#### **Primary Cross-listing**

This course will introduce you to some of the most influential literary texts of the nineteenth-century Russian literature that became moral, ideological, and aesthetic touchstones for *all* later periods of Russian culture. We will study the works of Pushkin, Gogol, Lermontov, Turgenev, Chernyshevsky, Dostoevsky, Tolstoy, and Chekhov with attention to their thematic and aesthetic preoccupations, socio-political and philosophical contributions, and historical contexts. Topics of particular interest include Russia's national and imperial identity; Russia's experiment in Westernization; questions of religion and science; the fluctuating meanings of social class and rebellion. By the end of this course, you will have acquired a basic understanding of the history, aesthetics, and politics of nineteenth-century Russian literary culture, as well as its broader legacy. You will have strengthened your reading and writing skills through training to read primary texts closely and analytically. All readings are in English.

**Requirements/Evaluation:** participation, reading responses on Glow, one presentation, one short paper, final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students majoring or considering a major in Russian or Comparative literature

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 203 (D1) RUSS 203 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

Not offered current academic year

### **RUSS 204 (S) To See the Past: Russian and Soviet Cinema on History**

**Cross-listings:** RUSS 204 GBST 204 COMP 204

#### **Primary Cross-listing**

This course surveys Soviet and Russian cultural history of the 20th- and 21st-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

**Requirements/Evaluation:** For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 204 (D1) GBST 204 (D1) COMP 204 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Olga Kim

### **RUSS 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** COMP 257 GBST 213 WGSS 214 RUSS 213

#### **Primary Cross-listing**

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical

turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

Not offered current academic year

**RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

Primary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigeneities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**RUSS 218 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** RUSS 218 AMST 219 WGSS 217

**Secondary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Requirements/Evaluation:** On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 218 (D2) AMST 219 (D2) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

**Attributes:** AMST Critical and Cultural Theory Electives

**Not offered current academic year**

**RUSS 219 (F) Cults of Personality (WS)**

**Cross-listings:** COMP 215 RUSS 219

**Primary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 215 (D1) RUSS 219 (D1)

**Writing Skills Notes:** Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2022

TUT Section: T1 TBA Julie A. Cassiday

### **RUSS 251 (F) Continuing Russian I**

The same course as RUSS 151 but for students at the advanced level. See RUSS 151/152 for full course description.

**Class Format:** Class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged).

**Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam

**Prerequisites:** RUSS 152 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Russian majors and certificate seekers

**Expected Class Size:** 4-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RUSS 252 (S) Continuing Russian II**

The same course as RUSS 152 but for students at the advanced level. See RUSS 151/152 for full course description.

**Class Format:** the class meets four hours a week, three with the professor and the fourth with the Russian Teaching Associate (time to be arranged)

**Requirements/Evaluation:** active class participation, completion of all assignments, quizzes, and a final exam

**Prerequisites:** RUSS 251 or permission of instructor

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 4-6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RUSS 305 (F) Dostoevsky and the Meaning of Life**

**Cross-listings:** RUSS 305 COMP 305

Primary Cross-listing

This course surveys the works of the great Russian writer Fyodor Dostoevsky, whose oeuvre represents a life-long quest to uncover the meaning of life. Readings include Dostoevsky's major novels, *Crime and Punishment*, *The Idiot*, and *The Brothers Karamazov*, as well as several shorter works, including *Notes from Underground*. We will also examine Dostoevsky's journalism, so that we understand how he answers life's most troubling

questions in the social and political context of his day, as well as what role artistic representation plays in these answers. *All readings will be in English.*

**Requirements/Evaluation:** willingness and ability to complete lengthy reading assignments, active class participation, two short papers, and final synthetic assignment

**Prerequisites:** none, open to all students

**Enrollment Limit:** 40

**Enrollment Preferences:** Russian and Comp Lit majors, as well as those seeking the Russian Certificate

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 305 (D1) COMP 305 (D1)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Julie A. Cassidy

### **RUSS 306 (S) Rise and Shine with Tolstoy**

**Cross-listings:** RUSS 306 COMP 306

**Primary Cross-listing**

Prepare to alternately fall in love and lock horns with this illustrious nineteenth-century Russian author. He is worth it. Whether searching for the meaning of life, interrogating what it means to love another human being or struggling with religious faith, Tolstoy was a busy, busy man and a prolific writer. This course will examine his life and major works in the broader context of Western intellectual history. Readings will include his two great novels, *War and Peace* and *Anna Karenina*, as well as a number of shorter works, such as *The Cossacks* and *The Death of Ivan Ilych*. We will also consider some of Tolstoy's aesthetic and religious writing as we examine his constant, rich, and at times surprising development as one of the greatest artists and thinkers of the 19th-century.

**Requirements/Evaluation:** timely completion of all reading assignments, active and substantive class participation, discussion leading, 4-5 short essays, and a final project

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** RUSS and COMP majors, then students studying Russian

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 306 (D1) COMP 306 (D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

**Not offered current academic year**

### **RUSS 345 (S) Bagging the Monsters : Tolstoy's Other Prose**

*War and Peace* and *Anna Karenina*, which Henry James famously described as "baggy monsters," are works that are immediately identified with Leo Tolstoy, a giant of nineteenth-century Russian literature. But Tolstoy wrote so much more! From short works of adult fiction, to stories for children, pedagogical essays, political tracts, aesthetic treatises, and philosophical musings. He produced variously and prodigiously throughout his life and that's not even counting his fascinating diaries and personal correspondence. Our course readings will probe this exceptional variety with the goal of understanding the scope of Tolstoy's thinking in greater depth. All readings and discussion will be in Russian.

**Requirements/Evaluation:** Active and substantive class participation, leading discussion, weekly short writing assignments, and 1-2 longer writing pieces of 4-5 pages.

**Prerequisites:** Three years of college Russian or the equivalent. Students who have not taken Russian language at Williams must consult the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Russian majors and certificate seekers, then comparative literature majors.

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RUSS 346 (S) The Nineteenth-Century Povest'**

Among the genres that made nineteenth-century Russian literature famous, perhaps the most elusive is the *povest'*. Neither short story nor novella, the term *povest'* describes a type of short fiction, which any author aspiring to literary greatness in nineteenth-century Russia felt obliged to take on. This course surveys representative *povesti* by Russian writers from Karamazin to Chekhov, offering a survey of nineteenth-century Russian literature through the lens of its short fiction. Along the way, we will read *povesti* by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, and Tolstoy. All works will be read in the Russian original.

**Requirements/Evaluation:** completion of all reading assignments; two oral presentations in class; two short papers; a final project presented in class

**Prerequisites:** RUSS 202 or the equivalent, or permission of the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Russian majors and those pursuing the Russian certificate.

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Julie A. Cassidy

### **RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

Secondary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**RUSS 401 (F) National in Form, Socialist in Content: The History of Soviet Republics Through Cinema**

The USSR consisted of fifteen republics whose cultural production was meant to be "national in form and socialist in content." This course examines the cultural history of the multinational Soviet state by focusing on the history of film production in the regions beyond Moscow. How did Soviet nationality policy change over time? What kind of films did such policy yield and how should they be interpreted? What was the dynamic between the center and periphery? And finally, what are the implications of this shared history today? These are some key questions that we will discuss in this course. To do so we will read historical documents and scholarly materials on Soviet nationality policies and film production. We also will watch and analyze films produced in the republics. The course is conducted in Russian.

**Requirements/Evaluation:** completion of all reading and viewing assignments, weekly reading responses and active participation in class discussions, two presentations, final team project subtitled a film produced in one of the republics

**Prerequisites:** RUSS 252 or the permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** those majoring in Russian or pursuing a Certificate in Russian

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Olga Kim

**RUSS 493 (F) Senior Thesis: Russian**

Russian senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Janneke van de Stadt

**RUSS 494 (S) Senior Thesis: Russian**

Russian senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Janneke van de Stadt

**RUSS 497 (F) Independent Study: Russian**

Russian independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Janneke van de Stadt

**RUSS 498 (S) Independent Study: Russian**

Russian independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Janneke van de Stadt

**Winter Study -----****RUSS 25 (W) Williams in Georgia**

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. We will visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. Students will submit weekly reports on their work while in the country (6 pages in total or the equivalent in another medium), as well as an overall reflection (4 pages or the equivalent in another medium) upon their return from Georgia.

**Requirements/Evaluation:** weekly reports on their work while in Georgia (6 pages in total or equivalent in another medium); overall reflection (4 pages or equivalent in another medium) upon return

**Prerequisites:** none; knowledge of Georgian or Russian is not required

**Enrollment Limit:** 8

**Enrollment Preferences:** interested students must attend an informational meeting and submit a short essay about their interest in the course

**Expected Class Size:** 8

**Grading:** pass/fail only

**Materials/Lab Fee:** \$3,340

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Julie A. Cassidy

**RUSS 30 (W) Honors Project: Russian**

May be taken by candidates for honors other than by thesis route.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Janneke van de Stadt

**RUSS 31 (W) Senior Thesis: Russian**

To be taken by students registered for Russian 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

**Distributions:** (D1)

Winter 2023

HON Section: 01 TBA Janneke van de Stadt

**RUSS 88 (W) Russian Sustaining Program**

Students registered for RUSS 101-102 are required to attend and pass the Russian Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program; check your class schedule to confirm enrollment.

**Requirements/Evaluation:** regular attendance and active participation required to earn a "Pass"

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TRF 9:00 am - 9:50 am Dilara Karashashova, Janneke van de Stadt

**RUSS 99 (W) Independent Study: Russian**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Janneke van de Stadt

## SCIENCE AND TECHNOLOGY STUDIES (Div II)

Chair: Professor Jason Josephson Storm

### Advisory Committee

- Matt E. Carter, Associate Professor of Biology; Faculty Director, Rice Center for Teaching; affiliated with: Biology, Neuroscience
- José A. Constantine, Associate Professor of Geosciences
- Laura D. Ephraim, Associate Professor of Political Science; on leave 2022-2023
- Ezra D. Feldman, Visiting Assistant Professor of English; affiliated with: English, Science & Technology Studies, Graduate Program in the History of Art
- Laura J. Martin, Assistant Professor of Environmental Studies and Faculty Affiliate in History; affiliated with: Center for Environmental Studies, History
- Bojana Mladenovic, Professor of Philosophy and Director of the Williams-Exeter Programme at Oxford University; affiliated with: Philosophy, Williams-Exeter Programme at Oxford
- Eli Nelson, Assistant Professor of American Studies; on leave 2022-2023
- Jason Josephson Storm, Professor of Religion, Chair of Science & Technology Studies; affiliated with: Religion, Science & Technology Studies

Science and Technology Studies (STS) is an interdisciplinary program concerned with science and technology and their relationship to society. The community of scholars in the Williams STS program apply methods from diverse disciplines. They seek to illuminate the historical, social, cultural, ethical, and political dimensions of science and technology. By bridging humanities, social sciences, science, and technology, our program seeks to build relationships across campus.

The STS program at Williams takes a broad umbrella approach to the discipline. Topics include: sociology of knowledge production; philosophy of science; history of science and technology; the economics of research and development; science and public policy; technology and the environment; scientometrics; interactions between humans and technology; science fiction and other artistic depictions of science and technology; boundaries between pseudo-science, religion, and science; and the broader ethical issues evoked by science and technology.

Science and Technology Studies concentrators must complete a total of **six courses**. Five of these must have the STS prefix. Students must take: Introduction to STS; Senior Seminar; and three electives, of which at most two can originate in the same department. In addition, Science and Technology Studies concentrators must complete one course with a laboratory or field work component in natural, social, or computer science; this course may also satisfy one of the divisional distribution requirements.

Students may petition the Chair for recognition of a course as an STS course even if it is not cross-listed in STS. The petitions will be approved or denied on a case-by-case basis.

The program is administered by a chair and an advisory committee of faculty who teach in the program. Students who wish to enroll normally register with the chair by the fall of their junior year.

## STUDY ABROAD

### FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

#### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

#### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Complete syllabus and course description, including readings/assignments.

#### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

#### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

No.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. Be sure to check record of enrollment in classes with laboratory or fieldwork components to satisfy program.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

### **STS 101 (S) STEM's Empire: A Critical Introduction to Science and Technology Studies (DPE)**

Who follows the science? The COVID-19 pandemic has upended many's beliefs in the rationality of scientific enterprise, exposing the institutions, power dynamics, and inequalities that shape its constitution. Meanwhile, the "tech fix" approach to ending the pandemic solely through vaccination has produced staggering death tolls compared to non-pharmaceutical interventions like masking, social distancing, and contact tracing implemented in places such as Liberia, Rwanda, and the Asia-Pacific, which have contained COVID-19 with relative success. As feminist and postcolonial scholars have long told us, the power of science often operates through division, producing dichotomies such as West/non-West, modern/traditional, global/local, developed/underdeveloped, and science/non-science. It is inextricably linked to the colonial conquest of territories, bodies, and minds. In this course, we will explore scientific practice and the production of scientific knowledge through the metaphor of empire: How might we understand scientific claims to truth, knowing that colonial relations of power are still embedded in our identities and institutions, and in the hegemonies that shape our world? We will explore this question by engaging with feminist and postcolonial critiques of science, studying controversies over the environment, medicine, indigenous knowledge, diversity in STEM, and other topics. We will pay particular attention to the situated processes out of which claims to the universal or global are made, asking who is left out of making such claims as well. An introductory course, students will be exposed to key debates in STS and learn critical tools for analyzing science and technology in an unequal but interconnected world.

**Requirements/Evaluation:** Several short response papers, mid-term paper, final project

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course will demonstrate how issues of power shapes the practices of empiricism.

Not offered current academic year

### **STS 102 (F) Breeding Controversy: Technologies and Ideologies of Population Control (DPE)**

**Cross-listings:** WGSS 103 STS 102

Primary Cross-listing

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

**Requirements/Evaluation:** Weekly paper or response and in-class debate.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 103 (D2) STS 102 (D2)

**Difference, Power, and Equity Notes:** This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

**Attributes:** PHLH Reproductive, Maternal and Child Health

Not offered current academic year

### **STS 106 (F) Being Human in STEM (DPE)**

**Cross-listings:** PHYS 106 GEOS 106 STS 106

Secondary Cross-listing

This course combines academic inquiry and community engagement to investigate the themes of diversity and social climate within STEM (science, technology, engineering and mathematics) disciplines. Students will examine how diverse identities including but not limited to gender, race, disability, sexuality, national origin, socioeconomic status, religion, and ethnicity shape the STEM experience both at Williams and nationally. We will ground our understanding through critical reading of primary scholarly research on topics such as implicit bias, identity threat, and effects of team diversity on excellence. From there, we will execute small group projects. Students will design, execute, and evaluate interventions that relate to the course goals and that have direct relevance to Williams students, faculty, and staff. For example, a student group could implement a survey of minoritized STEM students, or create a qualitative interview-based assessment of how socioeconomic status impacts students' abilities to participate in STEM fields. Course work includes weekly readings, reflective/opinion writing, in class discussion, and the development and presentation of a group project.

**Class Format:** class discussions, group project work (out of class time required)

**Requirements/Evaluation:** short response papers, class discussion participation, leading class discussions, group work, and final project

**Enrollment Limit:** 15

**Enrollment Preferences:** DIV III majors; statement of interest may be requested

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** does not count towards GEOS or PHYS major credit

**Distributions:** (D3) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHYS 106 (D3) GEOS 106 (D3) STS 106 (D2)

**Difference, Power, and Equity Notes:** This course explicitly addresses the intersection of marginalized identities and the STEM experience. Students will learn how to critically address how issues such as gender, race, ethnicity, and disability impact participation in and the experience of STEM fields. For example, students will read and critique literature documenting bias in STEM fields, and will also learn about and create interventions that can address these biases.

Not offered current academic year

### **STS 135 (F) Politics after the Apocalypse**

**Cross-listings:** STS 135 PSCI 135

Secondary Cross-listing

What shape will politics take after the apocalypse? Even before the coronavirus pandemic gave us reason to wonder if we are, in fact, living through an apocalypse, speculation about the end of the world and its aftermath pervaded recent television, movies, literature, philosophy, and critical theory. In this class we draw these works into conversation with political theories of the "state of nature" and "state of exception" to better understand what political possibilities are opened and foreclosed in times of crisis. What aspects of politics will endure the ravages of fire or pestilence? What new political realities might emerge on ground cleared by disaster? What does it say about pre-pandemic politics that we were so eager to consume stories of states falling and bands of survivors scraping together a nasty, brutish and short existence? And how will the unfolding pandemic change how we

respond to these stories? Class will be driven primarily by discussion, typically introduced by a brief lecture.

**Requirements/Evaluation:** two 3-5 page papers, one short story (7-15 pages and including an explanatory cover letter), contributions to a class project documenting and analyzing the pandemic, and class participation

**Prerequisites:** first- or second-year students, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 135 (D2) PSCI 135 (D2)

**Attributes:** PSCI Political Theory Courses

Not offered current academic year

### **STS 142 (F) AlterNatives: Indigenous Futurism and Science Fiction (DPE)**

**Cross-listings:** AMST 142 STS 142

Secondary Cross-listing

Indigenous people occupy a paradoxical position in time. On one hand, as survivors of genocide and occupation, they are already post-apocalyptic, occupying what many Indigenous thinkers argue is "our ancestor's dystopia." On the other hand, Indigenous people are relegated to the past in settler and colonial discourses, which, in relying heavily on notions of contact, authenticity, and vanishing, preclude Indigenous peoples from not only futurity, but from modernity and associated visions of science and technology too. This tutorial explores how Native science fiction imagines and enacts futurity from this paradoxical Indigenous temporality. Looking across numerous national and transnational Indigenous contexts, in addition to different kinds of media, including short stories, novels, visual art, video games, films, and online platforms like second life, this tutorial foregrounds the ways in which science fiction functions as a mode of Indigenous theory, knowledge production, and claiming of not only the future but of the past and present, as well. Pairing media readings with works in science fiction and Indigenous studies, we will explore the role of indigeneity in the founding and tropes of European and settler science fiction, Native "slipstream" and eco SF, post-post-apocalyptic thinking, space travel and frontiers, Native pessimism, and Indigenous technologies and epistemologies cast into the future. We will pay careful attention to the political stakes of these narratives and expression for Indigenous sovereignty and self-determination.

**Requirements/Evaluation:** attendance and participation, weekly 2- to 4-page written responses to class readings, short fiction prompts, and your partner's writing

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** American Studies majors and Science and Technology Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 142 (D2) STS 142 (D2)

**Difference, Power, and Equity Notes:** This course will underscore the ways in which structures like race, gender, sexuality, and colonialism are deeply imbedded in every form of cultural production, and will highlight how imagining the future otherwise has real impact and import in the lives and political existence colonized people.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **STS 153 (S) Androids, Cyborgs, Selves (WS)**

**Cross-listings:** STS 153 ENGL 153

### Secondary Cross-listing

In this expository writing course, we will analyze and argue about how near-human and partly human bodies appear in fiction and film. When do these bodies improve the spaces in which they appear? When do they threaten them? How are they gendered, how are they raced, and why? What do they desire? Authors in different cultural and technological contexts have imagined not-quite-human selves for different ends and in different ways.

Together we will develop our ideas on these topics in clear, strong prose. We will also ask how artists have cast human identities into foreign materials and media, and study the distortions and revelations that result. During museum visits at WCMA, students will use examples of self-portraiture, electrified bodies, and aspirational bodies to explore the representation, imitation, and abstraction of selves. Because this is an expository writing seminar, we will spend half or more of our class time discussing and practicing writing skills.

**Requirements/Evaluation:** five response papers (500 words); four essays (1200-1500 words, each in two drafts); class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 153 (D2) ENGL 153 (D1)

**Writing Skills Notes:** This expository writing course is dedicated to facilitating real improvement in students' written work. Students write five response papers and four five-page essays (in two drafts) over the course of the semester, receiving substantial instructor feedback on all. Students will practice: drafting, revising, and responding to critique; writing appropriately for given occasions and audiences; grounding their writing in close, analytical reading; and acknowledging sources.

Not offered current academic year

### STS 208 (S) Designer Genes (DPE)

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

### Secondary Cross-listing

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

### **STS 209 (S) Philosophy of Science**

**Cross-listings:** STS 209 PHIL 209

#### **Secondary Cross-listing**

It is a generally held belief, in our time and culture, that science is the best source of our knowledge of the world, and of ourselves. The aim of this course is to examine the origins, grounds, and nature of this belief. We will analyze and discuss various accounts of scientific method, structure and justification of scientific theories, scientific choice, change, and the idea that scientific knowledge is progressive in a cumulative way. The course will begin with the "received view" of science, advanced by logical empiricists, which assumes the objectivity and the rationality of science and argues that induction is the main scientific method. We will then discuss philosophies of science which emerged out of various criticisms of this view - especially those of Popper, Lakatos, Kuhn and Feyerabend - and the challenges to the assumptions of scientific objectivity and rationality their works provoked. This discussion will lead us to the relativist and social-constructivist views developed within contemporary science studies. Finally, we will analyze the current debate about cognitive credentials of science and about proper approaches to the study of science, which came to be known as "the science wars."

**Class Format:** short lecture component in each class

**Requirements/Evaluation:** class attendance, preparedness and participation; two short assignments; three five pages long papers, the last of which will be the final paper, due a week after the end of classes

**Prerequisites:** one PHIL course, or two STS courses, or declared major in a natural science, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Philosophy majors and prospective majors, then Div III majors.

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 209 (D2) PHIL 209 (D2)

**Attributes:** COGS Related Courses PHIL Contemp Metaphysics + Epistemology Courses

**Not offered current academic year**

### **STS 210 (S) Networks of Power: Technology in Human Affairs**

**Cross-listings:** STS 210 SOC 210

#### **Secondary Cross-listing**

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide

students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

**Requirements/Evaluation:** attendance and participation, team assignments, two in-class exams, one 15-page seminar paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 210 (D2) SOC 210 (D2)

Not offered current academic year

### **STS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction**

**Cross-listings:** STS 213 WGSS 213 AFR 213

Secondary Cross-listing

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on--and often disrupt--modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2)

**Attributes:** AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **STS 214 (S) Understanding Social Media**

**Cross-listings:** STS 214 SOC 212

Secondary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest

movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

**Requirements/Evaluation:** attendance and participation, team assignments, two 5-page writing assignments, final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 214 (D2) SOC 212 (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### **STS 215 (F) Viral Inequality: Power and Difference in Pandemics (DPE)**

**Cross-listings:** GBST 217 STS 215

#### **Primary Cross-listing**

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: *Who matters? Whose lives* are prioritized and protected? *Whose expertise* is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics—including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses—will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

**Class Format:** Online seminar

**Requirements/Evaluation:** Several short essays and reflection papers

**Prerequisites:** None, open to all students

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to first-years and sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 217 (D2) STS 215 (D2)

**Difference, Power, and Equity Notes:** This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

**Attributes:** PHLH Social Determinants of Health

Not offered current academic year

### **STS 219 (F) Realizing Utopias**

**Cross-listings:** STS 219 REL 219

#### **Secondary Cross-listing**

**Our world can be better.** We are faced with unfolding global catastrophes, such as the pandemic, anthropogenic climate change, economic crises, racialized injustice, and political polarization, and many people seem to have lost their capacity to imagine better futures. Perhaps that is why we as a society have no problem picturing the end of the world--fictional dystopias and apocalypses are abundant while (e)utopias are scarce. This a problem because, as numerous political theorists have observed, it is hard to organize meaningful change around cynicism and nihilism. But our dystopian present makes it even more important to imagine and even realize utopias. This course will help us do so. Our core collective goal will be to explore pragmatic realizations of radical hope. Complementing urgent efforts to resist or mitigate intense injustice in the present, we will aspire to articulate bold visions for emancipatory communities of the future. Rather than primarily focusing on the limitations of existing institutions, this seminar will treat these as problems to be solved rather than as reasons to accept the status quo, and we will embrace affirmative projects of designing the frameworks for better worlds. But we also don't want to blind ourselves to the challenges of being visionary. In brief, we will engage in serious explorations of the underlying principles and rationales for various emancipatory political communities while also pragmatically assessing their potential difficulties. We will spend the first part of the course reading political theory (on issues such as resource allocation, collective decision making, and social justice) alongside various artistic and political manifestos. We will spend one week reading utopian novels (including as possibilities socialist, anarchist, techno-futurist, ecotopias, Afrofuturist, queer utopias, and many more). But the majority of the course will be project-based. Students will form small teams to engage in radical thought experiments and then construct and refine their ideas of better possible societies/political communities. These teams will produce 1) policy papers to address how their utopian societies would deal with real world issues, and 2) artifacts (such as art, manifestos, pamphlets, short stories, videos, or the like) that might appear in the futures they envision, exploring both their ideals and their limits. The semester will culminate in a public exhibition of these works. Thinkers to be considered may include: Marx & Engels, José Esteban Muñoz, Boaventura de Sousa Santos, Lucy Sargisson, David Schweickart, Colin Ward, Erik Olin Wright, and others.

**Requirements/Evaluation:** attendance and participation, short writing assignments, group policy papers, and artifacts (e.g., art, manifestos, pamphlets, short stories, or videos) for end of semester exhibit.

**Prerequisites:** none.

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled students will be asked for a statement of interest and utopian project idea.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 219 (D2) REL 219 (D2)

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Jason Josephson Storm

### **STS 221 (F) History of Photography**

**Cross-listings:** STS 221 ARTH 221

**Secondary Cross-listing**

This lecture course will examine the history of photography from its beginnings in the 1830s to the present, from the first grainy black and white images to the work of contemporary artists using cutting-edge photographic technologies. We will examine photographs used for documentary, scientific, and aesthetic purposes, and we will trace the medium's emergence and acceptance as a fine art. We will also explore photography's physical and conceptual characteristics as a medium, paying particular attention to its uniquely intimate and frequently contested relationship to "the real." By the end of the course, students will have a broad understanding of photography as a unique medium within the history of art and knowledge of the theoretical frameworks that developed alongside that history.

**Requirements/Evaluation:** three to four short papers, quizzes, online presentations.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** art history majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 221 (D1) ARTH 221 (D1)

**Attributes:** ARTH post-1800 Courses FMST Related Courses

Fall 2022

LEC Section: 01 MR 1:10 pm - 2:25 pm Catherine N. Howe

**STS 226 (F) The Art of Natural History (WS)**

**Cross-listings:** STS 226 ARTH 229

**Secondary Cross-listing**

The scientific revolutions of the eighteenth and nineteenth centuries fundamentally changed the way the natural world was seen and celebrated, classified and organized, displayed and manipulated. New discoveries in the natural sciences and competing theories of evolution intertwined with shifting conceptions of natural history, of nature, and of humankind's proper place within it. This course will investigate the links between art and natural science. It will seek to understand the crucial role of the visual arts and visual culture in the study and staging of natural history from the eighteenth century to the present. We will pursue the questions that preoccupied the artists themselves. How should an artist react to new ecological insights? What is the proper artistic response to newly discovered flora and fauna? What is the role of aesthetics in the communication of knowledge? How are those aesthetics connected to ethics? How might a drawing of a plant convey information that is different from that of a photograph or a glass model of a plant? How might a theatrical diorama frame a scientific idea in a way that is different from a bronze statue? Students will seek to understand the myriad connections between seeing, depicting, and knowing, to question long-held assumptions about the division between "objective" science and "subjective" art, and to recognize that art has the ability not only to interpret, disseminate, and display scientific knowledge, but to create it as well.

**Class Format:** There will be field trips if travel is allowed.

**Requirements/Evaluation:** Five 5 page essays, five 1-2 page responses to partner's essays, critical conversation.

**Prerequisites:** None.

**Enrollment Limit:** 8

**Enrollment Preferences:** Sophomores with an interest in art history, art studio, ecology, environmental studies, and science and technology studies, juniors with these same interests, then art history majors, and science and technology majors, in that order.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 226 (D1) ARTH 229 (D1)

**Writing Skills Notes:** This course will require students to write a short paper or a critical response to their partner's paper each week. Students will receive critical feedback on both form and content from their professor and from their peers.

**Attributes:** ARTH post-1800 Courses

**Not offered current academic year**

**STS 228 (F) Feminist Bioethics (WS)**

**Cross-listings:** PHIL 228 STS 228 WGSS 228

**Secondary Cross-listing**

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of

life issues.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper ( 5-7 and 7-10 pages, respectively); and one oral presentation

**Prerequisites:** none, although previous coursework in WGSS is desirable

**Enrollment Limit:** 19

**Enrollment Preferences:** prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

**Writing Skills Notes:** Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

### **STS 229 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

Secondary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss

police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Ben Snyder

**STS 231 (S) Africa and the Anthropocene (DPE)**

**Cross-listings:** AFR 231 STS 231 ENVI 231

**Secondary Cross-listing**

Despite its low contributions to global carbon emissions, the continent of Africa is predicted to experience some of the worst effects of climate change. This interdisciplinary course investigates the causes and consequences of this troubling contradiction. It positions the African continent as an important site for understanding how legacies of empire, racial and gendered inequality, resource extraction, and capital accumulation impact contemporary global environmental politics. Students will engage theoretical texts, reports from international organizations, films, novels, and web-based content. Topics include: humanism/post-humanism; migration and displacement; representations of conflict; and sustainable development.

**Requirements/Evaluation:** Assignments include: 2 short written commentaries (2-3 pages each), mid-term current event analysis (5-7 pages), final analytical essay (10-12 pages) and class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 231 (D2) STS 231 (D2) ENVI 231 (D2)

**Difference, Power, and Equity Notes:** Africa and the Anthropocene considers inequity in environmental politics from the vantage of the African continent. Through selected readings and classroom discussions students will tackle questions of power, racial and gendered difference, empire, and economic stratification. The course contributes to the DPE requirement by helping students to develop skills to better analyze abiding challenges in global society.

**Attributes:** ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives GBST Economic Development Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Brittany Meché

**STS 236 (F) Aesthetics of Automation: From the Mechanical Turk to A.I.**

In this course we will study the changing aesthetics of automation in European and North American cultural contexts from the 18th century to the present. We will also explore the wider cultural and material effects of automation (as imagined and as implemented) upon public and private spheres, craftsmen and courts, wage-laborers, artists, and inventors. The objects we examine will be as various as the dulcimer-playing android presented as a gift to Marie Antoinette, IBM's Deep Blue, and singer-actor Janelle Monae's android alter-ego, Cindi Mayweather. Our primary sources will consist of visual representations in print and film as well as literary and commercial writing; our secondary sources will consist of essays in aesthetic theory, cultural studies, science and technology studies, and the history of technology.

**Requirements/Evaluation:** mid-term and final essays, an annotated bibliography, discussion participation, and brief in-class writing exercises.

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** STS concentrators

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **STS 239 (S) The Ethics of Artificial Intelligence**

**Cross-listings:** STS 239 PHIL 239

#### **Secondary Cross-listing**

We will someday live alongside artificially intelligent beings who equal or exceed us. Commentators ranging from technology magnates to physics geniuses-not to mention decades of apocalyptic science fiction-have urged that that future is nothing short of an existential threat to human beings. Whether this is hyperbole or wise prognostication, it cannot be denied that the rise of AI will be a tectonic shift for culture, technology, and our fundamental sense of ourselves. When AI is fully realized, it is likely to be amongst the most important things to happen to our species. Some challenges we face are broad and about the future, though perhaps not the far future. How can we ensure that AI's will act morally? Is a world with AI's overall better or worse for us? How do we create legal and policy frameworks that cover a new kind of thinking being? If they are conscious, will AI's have dignity and rights? Other questions are pressing and immediate: Artificial intelligence techniques are used today to help decide whether someone gets a bank loan, is eligible to be released on bail, or in need of particular medical treatment. And right now there are autonomous vehicles deciding how to behave in traffic, and autonomous weapons capable of delivering lethal force. Is it moral for us to pass along these sorts of decisions to AI's? What if they are biased, unbeknownst to us? What if they are more fair? In this course we will engage ethical questions surrounding the seeming inevitability of AI.

**Class Format:** mixture of lectures and discussion

**Requirements/Evaluation:** four short (3- to 4-page) writing assignments and a final essay (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** CSCI or PHIL majors or STS or COGS concentrators

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 239 (D2) PHIL 239 (D2)

**Attributes:** PHIL Contemporary Value Theory Courses

Not offered current academic year

### **STS 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

#### **Secondary Cross-listing**

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

### **STS 243 (F) Epidemic! A Critical History of Medicine, Science and Power (DPE)**

The world after COVID won't look the same. It has disrupted our lives and laid bare the racial, gendered and economic inequalities in our health system, and the deficiencies of political and public health institutions, as it continues to claim more victims. For centuries, communicable diseases ravaged different communities and led to massive mortality and morbidity. The death toll disrupted social organizations, destroyed families and communities, and challenged medical institutions and State authority. Medical thought and practice struggled to make sense of contagion, disease factors and treatment; State authorities were faced with demands to intervene, protect and support the sick, all while its own institutions were ravaged by diseases; race, gender, sexuality and other human differences were deployed to justify why some died more, and to show that, for the State, some lives mattered more than others. In this course, we trace how epidemics influenced the history of medicine, science and technology, and how they impacted social structures around the world. We ask about the meaning of contagion, how medical and scientific thought understood diseases. We investigate the history of quarantines and isolations. We ask about race, gender and sexuality and their place in the making of epidemics, and we investigate the history of colonialism and its connection to changing disease landscape. Tracing epidemics from the nineteenth century plagues to COVID, the course investigates the place of epidemics and contagion in medical and scientific thought, how they relate to race, gender, sexuality and colonialism, and how they changed and shaped the world we live in.

**Requirements/Evaluation:** 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Concentrators, followed by seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course addresses how epidemics, and the way medical and political institutions dealt with them, were shaped by issues of race, gender, sexuality and human difference, and how epidemics in turn impacted perception of race, gender and sexuality. Students will engage with a number of theories and methods related to difference, such as critical race theory, postcolonial theory and queer theory.

**Not offered current academic year**

### **STS 250 (F) Environmental Justice (DPE)**

**Cross-listings:** STS 250 ENVI 250

**Secondary Cross-listing**

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? And how does inequity shape the construction and

distribution of environmental knowledge? These are some of the questions we will take up in this course, which will be reading and discussion intensive. Through readings, discussions, and case studies, we will explore EJ in both senses. Potential topics include: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials will join the class to discuss current issues.

**Requirements/Evaluation:** several short essays, final essay

**Prerequisites:** ENVI 101 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** juniors, seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 250 (D2) ENVI 250 (D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how local and global environmental problems are distributed unevenly according to race, gender, and class. This is a service-based learning course, and students will hone skills to address environmental injustices.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities EXPE Experiential Education Courses GBST Economic Development Studies Electives JLST Interdepartmental Electives

Not offered current academic year

### **STS 251 Science and Militarism in the Modern World (WS)**

In 1961, United States President Dwight D. Eisenhower warned of the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. This tutorial takes up a number of environmental themes, including the role of environmental science within military campaigns, conservation and environmental racism, nuclear waste and ecological contamination. Surveying conflicts from World War II through the present-day War on Terror, this course will investigate how environmental scientists, politicians, soldiers, activists, and artists have grappled with the intertwined legacies of science and militarism. Students will engage a range of textual materials including books, films, photographs, and news reports.

**Requirements/Evaluation:** Course requirements include bi-weekly response papers (5-7 pages) and tutorial discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Over the course of the semester, students will write 5 papers (5-7 pages each). They will receive bi-weekly detailed feedback on their writing from the professor and their tutorial partner. This feedback will include advice on strengthening their argumentation and use of textual evidence, as well as grammar and usage suggestions/corrections. Students will be graded on the portfolio of papers, with specific attention to how they have incorporated feedback in each subsequent paper.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **STS 261 (F) Science and Militarism in the Modern World**

**Cross-listings:** STS 261 ENVI 261

Secondary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental

contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 261 (D2) ENVI 261 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **STS 262 (S) Paper Trails (DPE)**

**Cross-listings:** GBST 262 SOC 262 STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)****Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion**Prerequisites:** A prior class or some experience with meditation is recommended**Enrollment Limit:** 10**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors**Expected Class Size:** 10**Grading:** yes pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**STS 272 (S) The History and Mythology of Chinese Scripts****Cross-listings:** STS 272 CHIN 272 COMP 272**Secondary Cross-listing**

Written scripts using what are most often called "Chinese characters" have an attested history of over 3000 years and have been used all over the world to represent a range of different languages. In this course we will examine the history and development of Chinese characters from their earliest extant examples on sacrificial animal bones to their often amusingly misguided use for contemporary tattoos. We will look at historical evidence and mythology, carefully constructed grammatological studies and wild orientalist imaginings. Some topics will include: comparisons between the development of Chinese characters and other written scripts, the relationship between Chinese characters and the languages of China, the use of Chinese characters to write non-Chinese languages, Chinese characters in art and calligraphy, theories of connections between Chinese characters and Chinese philosophy and literature, issues of education and literacy, and the future of Chinese characters in the digital age.

**Class Format:** discussion**Requirements/Evaluation:** quizzes, short writing assignments, a midterm, and a final exam**Prerequisites:** none**Enrollment Limit:** none**Enrollment Preferences:** none**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 272 (D2) CHIN 272 (D1) COMP 272 (D1)

**Attributes:** Linguistics

Not offered current academic year

### **STS 273 (F) Politics without Humans?**

**Cross-listings:** ENVI 273 STS 273 PSCI 273

#### **Secondary Cross-listing**

Are human beings the only beings who belong in politics? And is political involvement a unique or defining aspect of what it means to be human? Such questions are increasingly complex as the boundaries of "the human" become blurred by the rise of artificial intelligence, robotics, and brain implants: shifting attitudes towards both animal and human bodies; and the automation of economic and military decisions (buy! sell! attack! retreat!) that used to be the prerogative of human actors. How do visions of politics without humans and humans without politics impact our thinking about longstanding questions of freedom, power, and right? Can and should the link between humans and politics survive in an age in which "posthuman" or "transhuman" entities become central characters in the drama of politics? This class will consider these questions through readings, films and artifacts that bring political theory into conversation with science fiction, popular literature on the so-called "singularity" (the merger of humans with computers), science and technology studies, evolutionary anthropology, "new materialist" philosophy, and feminist theory.

**Requirements/Evaluation:** three 5- to 7-page papers, regular Glow posts, class participation

**Prerequisites:** please note that this is an introductory-level course with no prerequisites; first-year students and those with no background in political theory are welcome, as are more experienced students

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 273 (D2) STS 273 (D2) PSCI 273 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives ENVI Environmental Policy PHIL Related Courses PSCI Political Theory Courses

Not offered current academic year

### **STS 281 (S) Religion and Science**

**Cross-listings:** REL 281 STS 281

#### **Secondary Cross-listing**

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

**Requirements/Evaluation:** tutorial format. one paper every two weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference for religion majors or future religion majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 281 (D2) STS 281 (D2)

Not offered current academic year

### **STS 290 (F) Technologies of Friendship**

**Cross-listings:** ENGL 290 STS 290

#### **Primary Cross-listing**

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships has been complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, and social media.

**Requirements/Evaluation:** Students will write essays and critique their partner's essays in alternate weeks.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** STS concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 290 (D2) STS 290 (D2)

Fall 2022

TUT Section: T1 TBA Ezra D. Feldman

### **STS 302 (S) Race, gender and science: A Black, Brown, and Queer inquiry into Science and Technology Studies (DPE)**

**Cross-listings:** HIST 390 STS 302

#### **Primary Cross-listing**

The protests that followed the murder of George Floyd have brought to the fore the realities of racism and violence that Black, Indigenous and People of Color experience daily. They also motivated a long overdue reckoning in various fields and institutions with the legacy of structural racism, and of colonial history. The history of modern science, technology and medicine is intractably connected to questions of race, gender, sexuality and colonialism. Scientific knowledge has been influenced by debates related to human difference and to colonialism, and has also contributed to the production of ideas around difference and distinction as well as around equality and equity. In this course, we will take a deeper look into different episodes in the history of modern science, technology and medicine, and will engage in a Black, Brown and Queer reading and investigation of science and technology. The course will offer a deep historical and methodological introduction to STS, as well as to a number of critical disciplines, such as Critical Race Theory, Postcolonial and decolonial theory, queer theory, in relation to science, technology and medicine. This course can serve as an alternative to STS 101.

**Requirements/Evaluation:** 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** Previous courses in STS, history, CRT, WGS, or similar disciplines is preferred but not necessary.

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 390 (D2) STS 302 (D2)

**Difference, Power, and Equity Notes:** The course addresses how the history of science, technology and medicine is impacted by issues related to race, gender, sexuality and colonialism

**Attributes:** HIST Group G Electives - Global History STS Senior Seminars

Not offered current academic year

### **STS 308 (S) What is Power?**

**Cross-listings:** SOC 308 PSCI 306 STS 308 REL 308

Secondary Cross-listing

*What is power?* Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

**Requirements/Evaluation:** critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, then Religion, Sociology, and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 308 (D2) PSCI 306 (D2) STS 308 (D2) REL 308 (D2)

**Attributes:** PHIL Related Courses STS Senior Seminars

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

### **STS 311 (S) Global Health in the Transpacific (DPE)**

**Cross-listings:** AMST 352 STS 311 ASIA 352

Primary Cross-listing

East is East, and West is West, Rudyard Kipling famously wrote in 1889, but never has this been true. Just as war, imperialism, and transnational flows of capital move people, cultures, and ideas across the Pacific, similar patterns of migration and mobility shape the transmission of illness and disease as well. This course explores global health and disease control as sites of domination and resistance in the Pacific Rim. Articulating the linkages between Asia/America, we will look at the racialization of people and pestilence during the third plague pandemic in Hong Kong and San Francisco, malaria control projects in colonial Southeast Asia, and the rise of modern genomics out of the ashes of Hiroshima and concern over radiation risk, and other cases, to understand how disregard for Asian bodies has shaped the development of modern medicine and public health. At the same time, Indonesia's claim of "viral sovereignty" to protect their biological specimens from Western intellectual property regimes and Hmong refugees' resistance to biomedical intervention in their struggles with mental illness offer counterpoints to Western hegemony. This course provides a critical examination of biosecurity as modern geopolitical struggle and puts Asia-Pacific and the Pacific Rim at the center of our exploration of global health.

**Requirements/Evaluation:** Reading responses, two short review essays, and one seminar paper

**Prerequisites:** Previous coursework in anthropology and sociology, some knowledge of the Asia-Pacific region.

**Enrollment Limit:** 12

**Enrollment Preferences:** Juniors and Seniors, STS concentrators. If overenrolled, students will submit a short paragraph explaining their interest in the course.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 352 (D2) STS 311 (D2) ASIA 352 (D2)

**Difference, Power, and Equity Notes:** This course examines the inequalities that shape global health interventions.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

### **STS 312 (S) Philosophical Implications of Modern Physics (QFR)**

**Cross-listings:** STS 312 PHYS 312 PHIL 312

Secondary Cross-listing

Some of the discoveries made by physicists over the last century seem to show that our common sense views are deeply at odds with our most sophisticated and best confirmed scientific theories. The course will present the essential ideas of relativity theory and quantum theory and explore their implications for philosophy. We will ask, for example, what these theories tell us about the nature of space, time, probability and causality.

**Requirements/Evaluation:** attendance, participation, problem sets, exams, six 1- to 2-page papers and a 12- to 15-page term paper

**Prerequisites:** MATH 140, high-school physics, and either a 200-level course in PHIL or a 100-level course in PHYS

**Enrollment Limit:** 20

**Enrollment Preferences:** Philosophy majors and Physics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 312 (D2) PHYS 312 (D3) PHIL 312 (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **STS 316 (F) Social Ontology**

**Cross-listings:** STS 316 REL 316

Secondary Cross-listing

**What is society? What is the social world made of?** The obvious answer--individual people--was for a long time dominant in the social sciences.

Indeed, many theorists argued that there was no such thing as society distinct from individual humans and their intentional actions. While this mode of theorizing had some advantages, it has recently fallen out of vogue because of its inability to explain group norms, institutions, corporations, and other collectives. Explanations at the individual level are not necessarily incorrect, but rather philosophers have increasingly come to see them as incomplete. Society seems to more than an aggregate of individuals. Hence, philosophers have increasingly turned to questions of social ontology and produced fresh theories about the nature of the fundamental constituents of the social world. We will explore this research, but with the added intuition that looking beyond humans to other social animals can provide a fresh theoretical vantage. **We will set out from the idea that the social world is composed not just out of humans, but also out of materialized signs produced by social animals** (e.g., a no-smoking sign or an ant's chemical trail). This seminar will offer an advanced survey of current debates about the ontology, methodology, and aims of the humanities and social sciences. We will address questions such as: *Is there a difference between explaining and understanding social actions? Should explanation in the humanities and social sciences follow the model of explanation in the natural sciences, or are there peculiarities about social phenomena that demand a different approach? What are social structures, practices, norms, institutions? How might social structures exist over and above individuals? Do social groups have agency in their own right? What are social kinds and what is their relationship to natural kinds? How do debates in the social sciences look different if we attend to other social animals and their materialized signs?* Course readings will come from a variety of areas including: sociology, semiotics, feminist theory, philosophy of science, and philosophy of mind. When possible, we will supplement these with readings on research into animal behavior.

**Requirements/Evaluation:** Attendance and participation. Weekly critical responses/comments. 10-12 page final research paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, Religion or Biology majors, and then other students majoring/concentrating in DIV II areas.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** advanced theory seminar with difficult readings.

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 316 (D2) REL 316 (D2)

Not offered current academic year

**STS 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with

suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**STS 321 (F) Unsettled Futures: Time, Crisis, and Science Fiction from the Margins (DPE)**

**Cross-listings:** STS 321 AMST 321

**Secondary Cross-listing**

Societies around the globe are now confronting a triple crisis that threatens not only political orders but also the very existence of certain forms of life: (1) financial collapse(s) that have increased the awareness and severity of mass inequality, (2) climate change and mass extinctions, and (3) the rise of white supremacy and ethno-nationalisms that threaten BIPOC lives and representative democracies. These material and political challenges have depleted many of the cultural resources that enable imagining non-apocalyptic futures. Yet, these crises are not novel. Many groups in the periphery--geographic, economic, and cultural--were and are already living through the uneven distribution of the apocalypse. Science fiction (SF) has emerged as a privileged symbolic field for the expression of hopes and anxieties that drive both culture and tech industries. Whether seen as a form of productive pessimism or liberatory theory, SF from the margins is deployed as a political tool for enacting change in the present. In this course, we will survey the history of SF as a variable and theoretical orientation constituted through the unfolding of uneven global encounters. We will analyze SF in the Cold War, Anthropocene, decolonization movements, and postcolonial and Indigenous landscapes, reading major works in SF and science and technology studies (STS) that address the politics of crisis, apocalypse, and global futures. In addition to novels and short stories, this course will incorporate film, graphic novels, music videos, video games, and other science fiction subgenres.

**Requirements/Evaluation:** Class discussion, approximately 10 pages of creative writing, 5 page analysis paper of your classmate's creative writing, final paper or project (5-8 page paper or equivalent)

**Enrollment Limit:** 15

**Enrollment Preferences:** Students who have taken American Studies 101 and/or Science and Technology Studies 101

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 321 (D2) AMST 321 (D2)

**Difference, Power, and Equity Notes:** This course examines the racial, ethnic, gendered, and sexed dimensions of science fiction and traces how marginalized people have imagined the future amidst an atemporal and unfolding apocalypse. Students will work with postcolonial, Indigenous, queer, and critical race media concerning the future, and will gain the skills needed to read political orders and crises through the lens of the margin.

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

**Not offered current academic year**

**STS 338 (F) Transhumanism: Religion, Technoscience, Obsolescence**

**Cross-listings:** HSCI 338 SOC 338 STS 338 REL 338

**Secondary Cross-listing**

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition," "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful

channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

**Requirements/Evaluation:** informal weekly writing, two short review essays, and one 15-page seminar paper

**Prerequisites:** Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

**Enrollment Limit:** 14

**Enrollment Preferences:** Anthropology and Sociology majors and Science and Technology Studies concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Not offered current academic year

### **STS 340 Science, Religion, and the (post)colony: Critical approaches to the global history of knowledge (DPE)**

Histories of science and religion have been deeply intertwined with colonial and postcolonial history. Colonial claims to legitimacy were often rooted in perceptions of scientific and technological superiority, and colonial expansion often marched in lockstep with missionary activity and forced conversions. In the process, race and human difference emerged as concepts at the intersection of scientific and religious discourses and was forged within the colonial framework. This colonial history of science and religion impacted how scientific and religious thought, practices and institutions developed through the period of decolonization and into today. Similarly, the attendant history of race and human difference continues to influence postcolonial and contemporary discourses around race, ethnicity, identity and migration. In this course, we will trace key moments in the history of science and religion and their relation to coloniality. We will start in the sixteenth century with the rise of modern European empires, move into the height of modern colonialism, indigenous genocides and chattel slavery, and trace decolonization from the middle of the nineteenth into today. Throughout, we will investigate how science and religion emerged as concepts, practices and institutions, and how these narratives impacted, and were impacted by colonial expansion and history. We will pay particular attention to questions of race, gender, sexuality and human difference as key concepts and practices that emerged at the intersections of science, religion and (post)colonialism

**Requirements/Evaluation:** 2 response papers (3-5pages each) + final project (could be a 10-15p paper or creative project of any kind)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Concentrators, followed by seniors and juniors

**Expected Class Size:** 15

**Grading:**

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course addresses questions of race, gender, sexuality and human difference as seen through the history of science, technology and medicine. Students will creatively engage with critical race theory, postcolonial theory and queer theory. They will also investigate human suffering as a category that provides a deeper understanding of difference, diversity and equality.

Not offered current academic year

### **STS 349 (F) The Politics of Algorithms**

**Cross-listings:** STS 349 AMST 349 PSCI 331

Secondary Cross-listing

Every day, you interact with or through computer algorithms. In ways often obscure to users, they structure communication or conduct in social media, education, healthcare, shopping, entertainment, dating, urban planning, policing, criminal sentencing, political campaigns, government regulation, and war. Moving from the emergence of cybernetics during World War II through such contemporary examples as facial recognition software, this seminar approaches algorithms as complex technological artifacts that have social histories and political effects. Asking *how* algorithms are political and what that tells us about politics today (particularly in the U.S.), we will consider how their design expresses forms of power and their deployment shapes ways of living. What behaviors do different algorithms solicit, reward, discourage, or stigmatize? What kinds of selfhood and relationships do they

promote or thwart? How do various algorithms influence political partisanship and beliefs and intersect with existing hierarchies of race, class, gender, and sexuality? When inequities are built into a design, can that be addressed by rooting out "bias," or do such efforts miss something more inherent in the kinds of artifacts algorithms are or what they can be in a capitalist economy? Might developments in artificial intelligence transform our sense of the human or even threaten the species? Many of the seminar's themes, including democracy, power, inequality, judgment, deliberation, publicity, subjectivity, and agency, are central to political theory, but readings and course materials will also be drawn from such fields as media theory, surveillance studies, sociology, American studies, critical data science, film, and contemporary art. The course neither requires nor teaches any computer science skills.

**Requirements/Evaluation:** Class attendance and participation, regular short posts or exercises, and either three eight-page essays or one 8-page essay and one longer final paper.

**Prerequisites:** At least one course in political, cultural, or social theory or the critical study of science and technology, or permission of the instructor. Not open to first-year students.

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science and American Studies majors and STS concentrators; then qualified students from all other majors welcome, space permitting.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 349 (D2) AMST 349 (D2) PSCI 331 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives PSCI Political Theory Courses

Not offered current academic year

### STS 350 Emotions

Philosophy is often described as *thinking about thinking*: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper 'geography'--classification and analysis--of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person's action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach--if a single one can be privileged--we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

**Requirements/Evaluation:** Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

**Prerequisites:** two philosophy courses.

**Enrollment Limit:** 10

**Enrollment Preferences:** philosophy majors and prospective majors, then psychology majors.

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### STS 353 (S) Is Science Native to Turtle Island? The History of Native Science in North America (DPE)

**Cross-listings:** STS 353 AMST 353

Secondary Cross-listing

Settler sciences and technologies deployed by Europeans colonizing Turtle Island (what settlers called North America) were introduced as weapons of Indigenous termination. From medical violation, to anthropological theft, and industrial pollution, settler technoscience objectified and appropriated Indigenous people and lands, and attempted to displace Indigenous knowledge in the pursuit of settler supremacy. Indigenous bodies were cast as victims, objects and sometimes the tools of this project. And yet, as tools and objects, Indigenous peoples took up settler technoscience in a multitude of ways that failed (both purposefully and not) to adhere to the colonizing mission, incorporating Indigenous knowledges and orientations, subverting settler science as a source of authority, and positioning science as a site of Indigenous sovereignty. The practice of taking up science as a tool of decolonization has become explicit in recent decades as expressly Native sciences now shape tribal funding, college education, and negotiations with international governing bodies. This course will trace the history of Native science across different nations and disciplines from the antebellum period when settler sciences were taking shape in civilian institutions to the present when Native science is professionalizing and being codified. We will read primary sources and scientific treatises by Indigenous leaders, activists, and scientists alongside secondary sources in Indigenous science and technology studies (STS), history, and postcolonial and queer theory.

**Requirements/Evaluation:** attendance and class participation, two 4-page research papers, and a final creative project (TBD with instructor) or 8- to 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** American Studies majors and Science and Technology Studies concentrators

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 353 (D2) AMST 353 (D2)

**Difference, Power, and Equity Notes:** This course will explore how settler sciences have been used as a technology of difference making, dispossession, and genocide in United States history. It will also provide students a theoretical toolkit and historical perspective by which they can grapple with the fact that power structures like settler technoscience can be a source of both colonization and liberation.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Not offered current academic year

### **STS 355 (S) Foucault: Confessions of the Flesh**

**Cross-listings:** REL 355 STS 355 COMP 359

Secondary Cross-listing

The French philosopher, historian, and social critic, **Michel Foucault** (1926-1984) has had a massive influence across a range of disciplines. Indeed, in 2019, Google Scholar ranked Foucault as **the number one most highly cited scholar in the Humanities and Social Sciences**. While many of his contemporaries have faded in importance, Foucault's writings on power, madness, the history of sexuality, and the structures of domination and governmentality have become central to the theoretical canon of a range of academic disciplines. To be a scholar in the humanities today is often to be in Foucault's shadow. But despite the many references to his work, Foucault is frequently misunderstood and subsequent scholars often attribute to him positions he would have repudiated. Now almost forty years after his death, his work is also long overdue for a reappraisal as we come to understand Foucault better as a person and especially as the final, and posthumous, volume of his History of Sexuality, ***Confessions of the Flesh***, has only just appeared and been translated into English. In this course we will mainly read Foucault supplemented with occasional contextual readings. Although we will touch on his earlier writings, this seminar will emphasize his middle-to-late period (beginning with ***The Archaeology of Knowledge***) and including selections from his later monographs, lectures, interviews, and short writings. It will culminate in the unfinished intellectual and political project that occupied Foucault in his last days. We will think with and often against Foucault, focusing primarily on questions of power, knowledge, truth, and addressing his later emancipatory gesture toward "technologies of the self." We will also appraise the methodologies that Foucault described as "archaeology" and "genealogy." We will historicize Foucault in his life and cultural context and ask how much of his arguments still apply today. What blind-spots did he have? Which of his ideas are worth consolidating and which need repudiating? How might we go beyond Foucault?

**Requirements/Evaluation:** class participation, weekly critical responses, 10- to 12-page final paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** In order of preference, Religion majors, STS concentrators, Comp Lit majors, and then Philosophy majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** in-depth seminar on a difficult philosopher who we'll be reading closely

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 355 (D2) STS 355 (D2) COMP 359 (D1)

Not offered current academic year

### **STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

#### **Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

### **STS 364 (S) Mental Health and Illness: Philosophical Considerations**

**Cross-listings:** STS 364 PHIL 364

#### **Secondary Cross-listing**

This course will raise and discuss a number of philosophical questions concerning our current understanding of mental health and mental illness. We will begin by examining the general concepts of health and disease, and then apply them to human psychology. Throughout the course, our focus will be on the best theoretical and practical knowledge we now have to diagnose, explain, and alleviate mental illness. Some of the questions that we will discuss are: What is psychopathology and what are its causes? Is it possible to have systematic knowledge of subjective experience? If so, is that knowledge importantly different in kind or in rigor from the knowledge we gain through physics, chemistry or geology? Are there metaphysical and

ideological assumptions in contemporary psychiatry, and if so, could and should they be avoided? What is the basis on which current psychiatric diagnostic manuals are organized? Is that principle of organization justifiable or not? Do particular case histories offer good explanations of psychopathology? In framing and answering these questions, we will discuss subjective experience (or phenomenology) of mental illness; holism vs. reductionism; functional, historical and structural explanations of psychopathology; theory formation, evidence, and the role of values in psychology and psychiatry; the diversity and disunity of psychotherapeutic approaches; relationship between knowers and the known; and relationship between theoretical knowledge in psychiatry and the practices of healing.

**Requirements/Evaluation:** several writing assignments, evenly spaced throughout the semester

**Prerequisites:** two philosophy courses; or one philosophy and one STS course; or consent of the instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** students who took Philosophy of Science or Philosophy of Mind; Philosophy and Psychology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 364 (D2) PHIL 364 (D2)

**Attributes:** PHIL Contemp Metaphysics + Epistemology Courses

Not offered current academic year

### **STS 370 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

Secondary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider

encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

### **STS 375 (S) Human Work in Computational Systems (QFR)**

**Cross-listings:** STS 375 CSCI 377

#### Secondary Cross-listing

As far as we know, the technological singularity has not yet arrived. Therefore, humans remain a part of our current computation pipeline. However, the role humans play varies greatly: self-driving cars aim to have human involvement only in development and emergencies, whereas educational tools are built for constant human involvement. In this course, we broadly explore human work within computational systems through topics such as crowdsourcing, educational technology, citizen science, human computation, open-source software, micro-labor markets, and online gaming. Students should expect broad exposure to a wide variety of human computing topics and group projects on building and evaluating computational systems that use human work.

**Class Format:** Lectures will be held on Wednesday and Friday each week. Conference sections will each meet once per week. Students should sign up for the lecture section and one conference.

**Requirements/Evaluation:** Course projects, in-class group work/participation, weekly written homework assignments/readings.

**Prerequisites:** CSCI 136

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference for current CS majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** \$75 for purchase of software and work on crowdsourcing platforms.

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 375 (D3) CSCI 377 (D3)

**Quantative/Formal Reasoning Notes:** This course includes regular homework and projects in which quantitative/formal reasoning skills are practiced and evaluated.

Not offered current academic year

### **STS 376 (F) Human-Computer Interaction**

**Cross-listings:** STS 376 CSCI 376

#### Secondary Cross-listing

Human-Computer Interaction (HCI) principles are practiced in the design and evaluation of most software, greatly impacting the lives of anyone who uses interactive technology and other products. There are many ways to design and build applications for people, so what methods can increase the likelihood that our design is the most useful, intuitive, and enjoyable? This course provides an introduction to the field of human-computer interaction, through a user-centered approach to designing and evaluating interactive systems. HCI draws on methods from computer science, the social and cognitive sciences, and interaction design. In this course we will use these methods to: ideate and propose design problems, study existing systems and challenges, explore design opportunities and tradeoffs, evaluate and improve designs, and communicate design problems and solutions to varying audiences.

**Requirements/Evaluation:** course projects, in-class group work/participation, and exams

**Prerequisites:** CSCI 136

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 376 (D2) CSCI 376 (D3)

Not offered current academic year

### **STS 377 (F) Landscapes in American Literature**

**Cross-listings:** ENGL 376 STS 377 AMST 376

Secondary Cross-listing

This course examines representations of American landscapes in selected texts from the British colonial era to the present. Critical approaches will include narrative theory, formalism, eco-criticism, and science and technology studies. The central questions are: (1) How do authors adapt narrative and poetic forms to the representation of particular landscapes? (2) How do literary landscape representations change when new technologies arise for traversing and transforming them? (3) What effects can literary landscapes have on the landscapes we live in? Landscapes include settlements, cities, wildernesses, "frontiers," suburbia, and infrastructural scenes. Relevant technologies include the postal service, the railroad, the telegraph and telephone, the automobile, commercial aviation, and Skype. Texts may include: letters of Columbus, American Indian creation stories, early American religious texts, captivity narratives, slave narratives, and poems, short stories, and novels from the 17th to the 21st centuries, as different from one another as Dickinson's "Nature-sometimes sears a Sapling-" and Annie Proulx's *Brokeback Mountain*.

**Requirements/Evaluation:** discussion participation; five brief response papers (~2 pages); a mid-semester essay (~5 pages); a final essay (12- to 15-pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 376 (D1) STS 377 (D2) AMST 376 (D1)

**Attributes:** ENGL Criticism Courses

Not offered current academic year

### **STS 378 (F) Human Artificial Intelligence Interaction**

**Cross-listings:** STS 378 CSCI 378

Secondary Cross-listing

Artificial intelligence (AI) is already transforming society and every industry today. In order to ensure that AI serves the collective needs of humanity, we as computer scientists must guide AI so that it has a positive impact on the human experience. This course is an introduction to harnessing the power of AI so that it benefits people and communities. We will cover a number of general topics such as: agency and initiative, AI and ethics, bias and transparency, confidence and errors, human augmentation and amplification, trust and explainability, and mixed-initiative systems. We explore these topics via readings and projects across the AI spectrum, including: dialog and speech-controlled systems, computer vision, data science, recommender systems, text summarization, and UI personalization, among others.

**Class Format:** Lecture content is delivered via video, and in-class time will be spent doing hands-on activities or in group discussion.

**Requirements/Evaluation:** homework, programming assignments, group work, participation, and quizzes

**Prerequisites:** CSCI 136, and at least one of CSCI 237, 256, or 334

**Enrollment Limit:** 24

**Enrollment Preferences:** current or expected Computer Science majors

**Expected Class Size:** 24

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 378 (D2) CSCI 378 (D3)

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Iris Howley

**STS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions**

**Cross-listings:** AFR 380 WGSS 380 AMST 380 ENGL 381 STS 380

**Secondary Cross-listing**

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Marshall Green

**STS 397 (F) Independent Study: Science and Technology Studies**

Independent Study: Science and Technology Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Jason Josephson Storm

**STS 398 (S) Independent Study: Science and Technology Studies**

Independent Study: Science and Technology Studies

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

**STS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

**Primary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Spring 2023

SEM Section: 01 Cancelled

**Winter Study -----**

**STS 99 (W) Independent Study: Science and Technology Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

## SELF-INSTRUCTIONAL LANGUAGES (Div I)

### American Sign Language

Administrative Director: Shaina Adams-EI Guabli

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### CRSL 101 (F) American Sign Language

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, and use a range of vocabulary related to daily activities and transactions. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice weekly review sessions

**Requirements/Evaluation:** Midterm and final exams

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

#### CRSL 102 (S) American Sign Language

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice weekly review sessions

**Requirements/Evaluation:** Midterm and final exam

**Prerequisites:** CRSL 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students must have completed CRSL 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

## SELF-INSTRUCTIONAL LANGUAGES (Div I)

### HEBREW

**Administrative Director: Shaina Adams-EI Guabli**

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### **CRHE 101 (F) Elementary Hebrew**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

**Attributes:** JWST Elective Courses

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

#### **CRHE 102 (S) Elementary Hebrew**

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before**

**registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm exam and final exam.

**Prerequisites:** CRHE 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRHE 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

**Attributes:** JWST Elective Courses

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

## CRITICAL LANGUAGES (Div I)

### HINDI

**Administrative Director: Shaina Adams-EI Guabli**

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### **CRHI 101 (F) Elementary Hindi**

**Cross-listings:** ASIA 197 CRHI 101

**Primary Cross-listing**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site. Both the Devanagari script of Hindi and the Nastaliq script of Urdu will be introduced throughout the year-long course.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students in order to schedule the course.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 197 (D1) CRHI 101 (D1)

Fall 2022

LEC Section: 01 Cancelled

**CRHI 102 (S) Elementary Hindi-Urdu**

**Cross-listings:** ASIA 198 CRHI 102

**Primary Cross-listing**

Urdu script will be introduced as the course continues to develop communicative skills, vocabulary building, and familiarity with frequently used grammatical structures and writing in both scripts. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** CRHI 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRHI 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students in order to schedule the course.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 198 (D1) CRHI 102 (D1)

Spring 2023

LEC Section: 01 Cancelled

## SELF-INSTRUCTIONAL LANGUAGES (Div I)

### KOREAN

**Administrative Director: Shaina Adams-EI Guabli**

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### **CRKO 101 (F) Elementary Korean**

**Cross-listings:** CRKO 101 ASIA 195

**Primary Cross-listing**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral mid-term and final exam.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CRKO 101 (D1) ASIA 195 (D1)

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

## CRKO 102 (S) Elementary Korean

**Cross-listings:** CRKO 102 ASIA 196

### Primary Cross-listing

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm exam and final exam.

**Prerequisites:** CRKO 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRKO 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** minimum of two students in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CRKO 102 (D1) ASIA 196 (D1)

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

## CRKO 201 (F) Intermediate Korean

**Cross-listings:** ASIA 297 CRKO 201

### Primary Cross-listing

Intermediate level in developing linguistic abilities and fundamental reading, writing, listening and speaking skills. Students will be able to carry on more sophisticated conversations; use the language to manage logistics of everyday life; and demonstrate more complicated grammatical structures in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** CRKO 101-102

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus a contracted tutor and examiner in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 297 (D1) CRKO 201 (D1)

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

**CRKO 202 (S) Intermediate Korean**

**Cross-listings:** ASIA 298 CRKO 202

**Primary Cross-listing**

Continuation of intermediate skills in speaking and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exam.

**Prerequisites:** CRKO 201

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 298 (D1) CRKO 202 (D1)

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

## SELF-INSTRUCTIONAL LANGUAGES (Div I)

### PERSIAN

**Administrative Director: Shaina Adams-EI Guabli**

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### **CRPE 101 (F) Elementary Persian**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Oral and written midterm and final exams.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

Fall 2022

LEC Section: 01 Cancelled

#### **CRPE 102 (S) Elementary Persian**

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on

the Self-Instructional Languages site.

**Requirements/Evaluation:** Oral and written midterm and final exams.

**Prerequisites:** Must have completed CRPE 101.

**Enrollment Limit:** 8

**Enrollment Preferences:** Completed CRPE 101.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

Spring 2023

LEC Section: 01 Cancelled

## SELF-INSTRUCTIONAL LANGUAGES (Div I)

### PORTUGUESE

**Administrative Director: Shaina Adams-EI Guabli**

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### **CRPO 101 (F) Elementary Portuguese**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** This course is conducted using online technology with Vassar College. The course will be scheduled according to the Vassar College academic calendar. The class meets twice-weekly for one-hour review sessions with Vassar's native-speaking tutor.

**Requirements/Evaluation:** Grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study in order to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course. Contingent on continuation of Vassar-Williams partnership.

**Distributions:** (D1)

Fall 2022

LEC Section: 01 Cancelled

#### **CRPO 102 (S) Elementary Portuguese**

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing. **Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** This is a one-year course in partnership with Vassar College, conducted using online technology. The course will be scheduled according to the Vassar College academic calendar. Classes meet with Vassar's native-speaking tutor. Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Requirements/Evaluation:** Grading is 20% attendance/preparedness, 30% midterm and 50% final; exams are oral and written and administered by an outside consultant

**Prerequisites:** CRPO 101.

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRPO 101. Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course; contingent on continuation of course partnership with Vassar College

**Distributions:** (D1)

Spring 2023

LEC Section: 01 Canceled

## SELF-INSTRUCTIONAL LANGUAGES (Div I)

### SWAHILI

**Administrative Director: Shaina Adams-EI Guabli**

The Self-Instructional Languages Program (SILP) enables students to study important foreign languages relevant to their academic interests but not taught in regular courses at Williams. The program can field a limited number of courses per year; a Self-Instructional Languages course will be scheduled only if and when at least two students are accepted for study and a tutor/examiner have been contracted. In the past, we have offered one-year long Elementary Hebrew, Hindi, Korean, Persian, Portuguese, and Swahili courses. In 2022-23, American Sign Language has been added to the offerings. Students work independently with standard language textbooks and audio materials for roughly ten hours per week and attend twice-weekly group review sessions with tutors who are native speakers. Language faculty from other institutions provide the course syllabus, conduct the exams, and determine the final grades. An organizational meeting for enrolled students is held the first week of each semester.

**Interested students must complete an [application](#) and have it approved before registering for a course.** More information can be found on the [Self-Instructional Languages site](#).

Note that like other elementary language courses, the Self-Instructional Languages courses are hyphenated, meaning no credit is given for the first semester if the second semester is not completed. Students must normally begin a course in the fall semester. It cannot be taken Pass/Fail.

A consecutive year of intermediate language study will be considered only upon petition of those students completing a full year of elementary study with the Self-Instructional Languages Program and as long as a minimum of two students are enrolled to continue their language study.

All courses adhere to the guidelines of the National Association of Self-Instructional Language Programs (NASILP).

#### **CRSW 101 (F) Elementary Swahili**

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Introduction to the alphabet and language structure with emphasis on communicative skills. Students will receive a foundation in the language, be able to hold simple conversations, use a range of vocabulary related to daily activities and transactions, and gain familiarity with basic, frequently used grammatical structures and the writing system of the language. Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review sessions

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** Sophomore or higher standing with a GPA of 3.0 or higher; application to the Self-Instructional Languages Program in April.

**Enrollment Limit:** 8

**Enrollment Preferences:** Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study to receive credit.

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

Fall 2022

LEC Section: 01 TBA Shaina Adams-EI Guabli

#### **CRSW 102 (S) Elementary Swahili**

Continuation in developing communicative skills, vocabulary building, and furthering familiarity with frequently used grammatical structures and writing.

**Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course.** Students must be highly motivated in self-instructional learning, and will work with an outside tutor/examiner. This is a

hyphenated course and requires a full-year of study in order to receive credit. More information can be found on the Self-Instructional Languages site.

**Class Format:** Twice-weekly review session

**Requirements/Evaluation:** Written and oral midterm and final exams.

**Prerequisites:** CRSW 101

**Enrollment Limit:** 8

**Enrollment Preferences:** Students who have completed CRSW 101. Interested students must complete an application through the Self-Instructional Languages Program and have it approved before registering for this course; this is a hyphenated course and requires a full-year of study

**Expected Class Size:** 2-8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Minimum of two students, plus contracted tutor/examiner in order to schedule the course

**Distributions:** (D1)

Spring 2023

LEC Section: 01 TBA Shaina Adams-EI Guabli

## ANTHROPOLOGY AND SOCIOLOGY (Div II)

### SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Chair and Preston S. Parish '41 Third Century Professor of Anthropology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology
- James L. Nolan, Washington Gladden 1859 Professor of Sociology; on leave 2022-2023
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies
- Christina E. Simko, Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies; on leave 2022-2023
- Ben Snyder, Assistant Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

### MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology

and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

## **Requirements**

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

### **Core Courses**

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

#### **Anthropology**

ANTH 101 How to Be Human

#### **Sociology**

SOC 101 Invitation to Sociology

#### **Joint Courses**

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

### **Elective Courses**

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

## **STATISTICS AND DATA ANALYSIS**

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

## **AREA STUDIES CONCENTRATION**

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

## **LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY**

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year must consult with the departmental advisor before declaring a major.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. We credit two, and in special cases three courses.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

**THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY**

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and must submit a proposal for the thesis for department approval no later than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

**SOC 101 (F)(S) Invitation to Sociology (DPE)**

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

**Requirements/Evaluation:** Thoughtful and consistent participation, reading responses, and a final project and presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the social construction of identities, and how these differences manifest unequally in institutions. To familiarize themselves with the practice of sociology, students will sketch a research program that looks beyond individual-level explanations to address a social phenomena or social problem of interest.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Ben Snyder

LEC Section: 02 MR 2:35 pm - 3:50 pm Phi H. Su

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Olga Shevchenko

**SOC 210 (S) Networks of Power: Technology in Human Affairs**

**Cross-listings:** STS 210 SOC 210

**Primary Cross-listing**

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly

the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

**Requirements/Evaluation:** attendance and participation, team assignments, two in-class exams, one 15-page seminar paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 210 (D2) SOC 210 (D2)

Not offered current academic year

### **SOC 211 (S) Race, Environment, and the Body**

**Cross-listings:** AMST 211 ENVI 211 AFR 211 SOC 211

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

**Class Format:** discussion

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2023

LEC Section: 01 Cancelled

### **SOC 212 (S) Understanding Social Media**

**Cross-listings:** STS 214 SOC 212

### Primary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

**Requirements/Evaluation:** attendance and participation, team assignments, two 5-page writing assignments, final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 214 (D2) SOC 212 (D2)

**Attributes:** FMST Core Courses

Not offered current academic year

### SOC 216 (F) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries. This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

**Requirements/Evaluation:** response papers, mid term exam and final research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** AMST Space and Place Electives GBST Urbanizing World Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Marketa Rulikova

### SOC 217 (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath (DPE)

**Cross-listings:** ECON 107 SOC 217

### Secondary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with,

justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

**Requirements/Evaluation:** Class participation; small writing assignments and research exercises; and a final research project

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major. It may be taken for the SOC major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 107 (D2) SOC 217 (D2)

**Difference, Power, and Equity Notes:** The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Not offered current academic year

### **SOC 218 (S) Law and Modern Society**

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as Japan, England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

**Class Format:** discussion

**Requirements/Evaluation:** a short paper and midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority given to sociology majors.

**Expected Class Size:** 30

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** JLST Interdepartmental Electives

Not offered current academic year

### **SOC 219 (S) Images and Society**

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range

of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

**Requirements/Evaluation:** active class participation, several short papers, and a final paper

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**Attributes:** FMST Related Courses

Spring 2023

SEM Section: 01 Cancelled

### **SOC 221 (S) Money and Intimacy (WS)**

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

**Requirements/Evaluation:** Each student will be expected to submit five or six 5-6-page essays and five or six brief responses. In addition, each student will be expected to actively participate in tutorial discussions. There will be no final paper or exams.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to submit a 4-5 page essay every other week. During the week when students are not submitting essays, they will submit a brief (1-2 page) response to their partner's essay.

Spring 2023

TUT Section: T1 TBA Marketa Rulikova

### **SOC 224 (F) Going Nuclear: American Culture in the Atomic Age**

**Cross-listings:** SOC 224 HIST 273

**Primary Cross-listing**

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

**Requirements/Evaluation:** a midterm, a final exam, and a 10- to 12-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to sociology and history majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 224 (D2) HIST 273 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

### **SOC 228 (S) The Panopticon: Surveillance, Power, and Inequality (DPE)**

**Cross-listings:** STS 229 SOC 228

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, policing and state surveillance, and social media surveillance.

**Requirements/Evaluation:** participation, reading responses, midterm essay, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 229 (D2) SOC 228 (D2)

**Difference, Power, and Equity Notes:** This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance by police in Baltimore City and the question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Spring 2023

**SOC 230 (S) Memory and Forgetting (DPE)**

**Cross-listings:** AMST 233 SOC 230

**Primary Cross-listing**

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

**Requirements/Evaluation:** thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 233 (D2) SOC 230 (D2)

**Difference, Power, and Equity Notes:** This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2023

SEM Section: 01 Cancelled

**SOC 234 (S) How Emotions Work**

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem--the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

**Requirements/Evaluation:** participation, two short essays, midterm essay, emotion map activity, open space meeting, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **SOC 241 (S) Meritocracy**

**Cross-listings:** PSCI 241 SOC 241

Secondary Cross-listing

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

**Requirements/Evaluation:** two short papers, one long paper, take-home final exam, discussion questions, class participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 241 (D2) SOC 241 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

### **SOC 244 (S) What They Saw in America**

**Cross-listings:** SOC 244 AMST 244 HIST 366

Primary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

**Requirements/Evaluation:** A midterm examination, two short essays, and a final paper.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Priority given to Sociology, History, Anthropology, and American Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)

**Attributes:** HIST Group F Electives - U.S. + Canada

Not offered current academic year

**SOC 252 (S) Im/mobilities (DPE) (WS)****Cross-listings:** AMST 252 SOC 252**Primary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** Given to first-year students and sophomores**Expected Class Size:** 15**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (DPE) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**SOC 262 (S) Paper Trails (DPE)****Cross-listings:** GBST 262 SOC 262 STS 262**Primary Cross-listing**

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

**Requirements/Evaluation:** thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations**Prerequisites:** None**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 262 (D2) SOC 262 (D2) STS 262 (D2)

**Difference, Power, and Equity Notes:** In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)**

**Cross-listings:** SOC 264 WGSS 263

**Secondary Cross-listing**

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

**Requirements/Evaluation:** class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 264 (D2) WGSS 263 (D2)

**Difference, Power, and Equity Notes:** This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**SOC 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American

sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

### **SOC 303 (S) Cultures of Climate Change**

**Cross-listings:** ENVI 303 SOC 303

**Secondary Cross-listing**

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

**Requirements/Evaluation:** a 15- to 18-page research paper and several shorter writing assignments

**Prerequisites:** ENVI 101 or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Environmental Studies majors and concentrators first; Anthropology and Sociology majors second

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 303 (D2) SOC 303 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2023

SEM Section: 01 Cancelled

### **SOC 308 (S) What is Power?**

**Cross-listings:** SOC 308 PSCI 306 STS 308 REL 308

**Secondary Cross-listing**

*What is power?* Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will touch on classic philosophical accounts of power and causation, but focus our attention on more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

**Requirements/Evaluation:** critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** STS concentrators, then Religion, Sociology, and Political Science majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 308 (D2) PSCI 306 (D2) STS 308 (D2) REL 308 (D2)

**Attributes:** PHIL Related Courses STS Senior Seminars

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

**SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)**

**Cross-listings:** SOC 314 WGSS 314

**Secondary Cross-listing**

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

**Requirements/Evaluation:** attendance, class facilitation, problem identification report, two presentations, reflection

**Prerequisites:** WGSS/SOC Majors

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 314 (D2) WGSS 314 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **SOC 326 (S) Being Mortal**

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine--which is oriented toward cure but must ultimately confront the inescapable realities of aging and death--deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

**Requirements/Evaluation:** three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Sociology and Anthropology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Not offered current academic year

### **SOC 329 (F) Work and the Future of Capitalism**

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. The course concludes by asking students to imagine a better vision for work in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

**Requirements/Evaluation:** participation, reading responses, midterm paper, final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

**SOC 335 (F) Nowheres (DPE)**

**Cross-listings:** GBST 335 SOC 335

**Primary Cross-listing**

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

**Requirements/Evaluation:** Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Anthropology and Sociology majors, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 335 (D2) SOC 335 (D2)

**Difference, Power, and Equity Notes:** This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H. Su

**SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence**

**Cross-listings:** HSCI 338 SOC 338 STS 338 REL 338

**Primary Cross-listing**

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition," "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

**Requirements/Evaluation:** informal weekly writing, two short review essays, and one 15-page seminar paper

**Prerequisites:** Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

**Enrollment Limit:** 14

**Enrollment Preferences:** Anthropology and Sociology majors and Science and Technology Studies concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Not offered current academic year

**SOC 340 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

Secondary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

Primary Cross-listing

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through

ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**SOC 362 (S) Stories We Tell (WS)**

**Cross-listings:** SOC 362 COMP 362

**Primary Cross-listing**

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir, politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

**Requirements/Evaluation:** 5-page paper every other week; written comments on a partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 362 (D2) COMP 362 (D2)

**Writing Skills Notes:** As a tutorial, this course includes consistent opportunities to develop skills in writing and argumentation. Partners will alternate between receiving detailed written feedback (from both the instructor and a peer) and offering constructive comments. At the end of the semester, students will have the opportunity to revise one of their essays, implementing and solidifying what they have learned.

**Not offered current academic year**

**SOC 380 (S) Who Cares? (DPE)**

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; child welfare and foster care; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

**Requirements/Evaluation:** thoughtful and consistent class participation; weekly journal entries (1-2 pages each); collaboratively designed experiential learning project; and a final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** if overenrolled, students will be asked to submit a short statement of interest

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2023

SEM Section: 01 Cancelled

**SOC 390 (S) Sex Marriage Family**

**Cross-listings:** SOC 390 PSCI 380

**Secondary Cross-listing**

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate. Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defense, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing in both left-wing (Scandinavia) and right-wing (Central Europe) variants.

**Requirements/Evaluation:** Two 4-5 page papers, 12-15 page research paper, discussion questions, class participation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Political Economy, Political Science, and Sociology majors and prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 390 (D2) PSCI 380 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Darel E. Paul

**SOC 397 (F) Independent Study: Sociology**

Sociology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Antonia E. Foias

**SOC 398 (S) Independent Study: Sociology**

Sociology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Antonia E. Foias

**SOC 493 (F) Senior Thesis: Sociology**

Sociology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Christina E. Simko

**SOC 494 (S) Senior Thesis: Sociology**

Sociology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Antonia E. Foias

**Winter Study -----**

**SOC 16 (W) The Lives of Infamous Men**

Michel Foucault is famous for his analysis of how power and knowledge are interwoven in institutions such as the prison or the clinic. Less well known are the life stories that Foucault exhumed from the archives of these institutions. These stories, such as that of a parricidal peasant assumed to be insane and an intersex individual raised in a convent but later legally identified as a man, provoke questions about the self, identity, knowledge, power, and resistance. We will explore the violence done to lives when they are made to conform to the neatness of the archive and ask how we might do justice to these lives as historians. This class will include a research project in which students will collaborate to curate a biographical exhibit in the Williams Library.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** William Stahl is a political theorist researching the politics of biography. Previously, he has taught at New York University, Abu Dhabi and the University of California, Los Angeles.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MWF 10:00 am - 11:50 am William Samuel Stahl

**SOC 31 (W) Senior Thesis: Sociology**

To be taken by students registered for Sociology 493-494.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Christina E. Simko

**SOC 99 (W) Independent Study: Sociology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Antonia E. Foias

## MATHEMATICS AND STATISTICS (Div III)

### STATISTICS

Chair of the Department of Mathematics and Statistics: C. Carlisle and Margaret Tippit Professor of Statistics, Richard De Veaux

- Colin C. Adams, Thomas T. Read Professor of Mathematics
- Bhagya Athukorallage, Visiting Assistant Professor of Mathematics
- Julie C. Blackwood, Associate Professor of Mathematics
- Xizhen Cai, Assistant Professor of Statistics
- Daniel Condon, Visiting Assistant Professor of Mathematics
- Richard D. De Veaux, Chair & C. Carlisle and Margaret Tippit Professor of Statistics
- Thomas A. Garrity, Webster Atwell Class of 1921 Professor of Mathematics
- Leo Goldmakher, Associate Professor of Mathematics; on leave Spring 2023
- Pamela E. Harris, Associate Professor of Mathematics; on leave 2022-2023
- Stewart D. Johnson, Professor of Mathematics; on leave Spring 2023
- Bernhard Klingenberg, Professor of Statistics; on leave 2022-2023
- Susan R. Loepp, William R. Kenan, Jr. Professor of Mathematics
- Steven J. Miller, Professor of Mathematics
- Ralph E. Morrison, Associate Professor of Mathematics
- Shaoyang Ning, Assistant Professor of Statistics; on leave 2022-2023
- Allison Pacelli, Professor of Mathematics; on leave 2022-2023
- Lori A. Pedersen, Lecturer in Mathematics
- Anna M. Plantinga, Assistant Professor of Statistics
- Cesar E. Silva, Hagey Family Professor of Mathematics; on leave 2022-2023
- Mihai Stoiciu, Professor of Mathematics
- Daniel B. Turek, Associate Professor of Statistics; on leave Spring 2023
- Elizabeth M. Upton, Assistant Professor of Statistics
- Jenna Zomback, Visiting Assistant Professor of Mathematics

### MAJOR IN STATISTICS

The major in Statistics is designed to meet three goals: to introduce some of the central ideas of information and data science, to develop problem-solving ability by teaching students to combine creative thinking with rigorous reasoning, and to develop interdisciplinary skills by applying statistics to an application area of interest.

### REQUIREMENTS (10 courses plus colloquium)

The major in Statistics consists of ten courses plus a colloquium requirement. The major includes courses in mathematics, computer science and statistics. Students interested in continuing their study of statistics in graduate school should strongly consider taking Math 350/351 in addition to the other requirements.

### Mathematics (2 courses)

MATH 150 or 151 Multivariable Calculus or equivalent high school course

MATH 250 Linear Algebra

Except in unusual circumstances, students planning to major in statistics should complete the calculus sequence (MATH 130, 140, 150/151)

before the spring of the sophomore year, at the latest. MATH 150 is a prerequisite for STAT 201 and MATH 250 is a prerequisite for STAT 346.

### **Computer Science (1 course)**

CSCI 134 Intro to Computer Science or CSCI 135 Diving into the Deluge of Data or CSCI 136 Data Structures and Advanced Programming or some other course in the Computer Science Department with prior approval of the Math/Stat department.

### **Core Courses (4 courses)**

STAT 201 Statistics and Data Analysis, STAT 202 Introduction to Statistical Modeling or STAT 302 Applied Statistical Modeling

STAT 346 Regression and Forecasting

STAT 341 Probability

STAT 360 Inferential Statistics

### **Continuation (2 courses)**

Any two courses among the 300 or 400 level courses in the department with a STAT prefix.

### **Capstone Course (1 course)**

The capstone course is a 400-level STAT course taken in the senior year. Although the specific methodological emphasis of the course may vary from year to year, an in-depth project with both a written report and an oral presentation is typically part of the capstone course.

### **Pass/Fail policies during the Academic Year 2020-2021**

Information about the Department of Mathematics and Statistics Pass/Fail policies during the Academic Year 2020-2021 can be found [here](#).

### **Colloquium Requirement**

Participation in the Department Colloquium, in which each senior major presents a talk on a mathematical or statistical topic of their choice. Each major must also attend at least 20 colloquia (15 during the Academic Year 2020-2021), and up to 5 attendances may be counted in their junior year. Up to 5 colloquia in mathematics or computer science may also be counted. Students engaged in study away may petition the department in advance to count up to 5 suitable colloquia attendances from their study away program.

### **PLACEMENT**

Students with an AP Stat score of 5 or 4 are placed in the advanced introductory course Stat 202.

### **NOTES**

**Substitutions, Study Abroad, and Transfer Credit:** In some cases, and with prior permission of the Mathematics and Statistics Department, appropriate courses from other institutions may be substituted for the application and continuation requirements, but at least eight courses must be taken from the Department of Mathematics and Statistics at Williams.

These can, with prior permission, include courses taken away. Students with transfer credit should contact the department about special arrangements.

**Double Counting:** No course may count towards two different majors.

**Early Senior Capstone Course:** In exceptional circumstances, with the prior permission of the department, a student may be allowed to satisfy the Senior Capstone Course requirement in the junior year, provided that the student has completed at least three 300-level statistics courses before enrolling in the capstone course.

**Planning Courses:** Core courses are normally offered every year. Other 300 and 400 level statistics courses are offered on an irregular basis. Students should check with the department before planning far into the future.

**Course Admission:** Courses are normally open to all students meeting the prerequisites, subject to any course caps. Students with questions about the level at which courses are conducted are invited to consult department faculty.

### **FAQ**

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study**

away?

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be approved MATH/STAT courses.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Colloquium requirement, Senior Seminar requirement.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. The highly cumulative structure of the major.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## THE DEGREE WITH HONORS IN STATISTICS

The degree with honors in Statistics is awarded to the student who has demonstrated outstanding intellectual achievement in a program of study which extends beyond the requirements of the major. The principal considerations for recommending a student for the degree with honors will be: Mastery of core material and skills, breadth and, particularly, depth of knowledge beyond the core material, ability to pursue independent study of statistics, originality in methods of investigation, and, where appropriate, creativity in research.

An honors program normally consists of two semesters (STAT 493 and 494) and a winter study (WSP 031) of independent research, culminating in a thesis and a presentation. During the Academic Year 2020-2021 the winter study requirement for the honors program in Statistics is waved. One of STAT 493 or STAT 494 can count as a continuation course, but not both. Neither counts as the 400-level senior capstone course.

An honors program in actuarial studies requires significant achievement on four appropriate examinations of the Society of Actuaries.

Highest honors will be reserved for the rare student who has displayed exceptional ability, achievement or originality. Such a student usually will have written a thesis or pursued actuarial honors. In all cases, the award of honors and highest honors is the decision of the Department.

## STAT 101 (F)(S) Elementary Statistics and Data Analysis (QFR)

It is impossible to be an informed citizen in today's world without an understanding of data. Whether it is opinion polls, unemployment rates, salary differences between men and women, the efficacy of vaccines, etc, we need to be able to interpret and gain information from statistics. This course will introduce the common methods used to analyze and present data with an emphasis on interpretation and informed decision making.

**Requirements/Evaluation:** weekly homework, quizzes, exams, and a project

**Prerequisites:** MATH 102 (or demonstrated proficiency on a diagnostic test)

**Enrollment Limit:** 50

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 35

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** students with MATH130 but no statistics should enroll in STAT161; students with MATH150 but no statistics should enroll in STAT201. Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is a quantitative course.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Elizabeth M. Upton

**STAT 161 (F)(S) Introductory Statistics for Social Science (QFR)**

This course will cover the basics of modern statistical analysis with a view toward applications in the social sciences. Topics include exploratory data analysis, linear regression, basic statistical inference, and elements of probability theory. The course focuses on the application of statistical tools to solve problems, to make decisions, and the use of statistical thinking to understand the world.

**Requirements/Evaluation:** Weekly homework, quizzes, two midterms and a final exam (midterms include take-home components), and a data analysis project. Students will need to become familiar with the statistical software STATA.

**Prerequisites:** MATH 130 (or equivalent); not open to students who have completed STAT 101 or equivalent

**Enrollment Limit:** 40

**Enrollment Preferences:** Economics majors, sophomores

**Expected Class Size:** 40

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with calculus background should consider STAT 201. Students without any calculus background should consider STAT 101. Students with AP Stat 4 or 5 should consider Stat 202. Please refer to the placement chart on the Math&Stat department website for more information.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Reasoning with data

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

LEC Section: 02 MWF 10:00 am - 10:50 am Anna M. Plantinga

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

**STAT 197 (F) Independent Study: Statistics**

Directed 100-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

**STAT 198 (S) Independent Study: Statistics**

Directed 100-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

**STAT 201 (F)(S) Statistics and Data Analysis (QFR)**

Statistics can be viewed as the art and science of turning data into information. Real world decision-making, whether in business or science is often based on data and the perceived information it contains. Sherlock Holmes, when prematurely asked the merits of a case by Dr. Watson, snapped back, "Data, data, data! I can't make bricks without clay." In this course, we will study the basic methods by which statisticians attempt to extract information from data. These will include many of the standard tools of statistical inference such as hypothesis testing, confidence intervals, and linear regression as well as exploratory and graphical data analysis techniques. This is an accelerated introductory statistics course that involves computational programming and incorporates modern statistical techniques.

**Requirements/Evaluation:** weekly homework and projects, midterm exams, and a final exam.

**Prerequisites:** MATH 150 or equivalent; not open to students who have completed STAT 101 or STAT 161 or equivalent

**Enrollment Limit:** 30

**Enrollment Preferences:** Prospective Statistics majors, students for whom the course is a major prerequisite, and seniors

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** Students with AP Stat 4/5 or STAT 101/161 should enroll in STAT 202. Students with no calc or stats background should enroll in STAT 101. Students with MATH 140 but no statistics should enroll in STAT 161.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Students will learn to interpret, choose, carry out, and communicate analyses of data.

**Attributes:** COGS Related Courses PHLH Statistics Courses

Fall 2022

LEC Section: 01 MWF 12:00 pm - 12:50 pm Stewart D. Johnson

LEC Section: 02 MWF 11:00 am - 11:50 am Stewart D. Johnson

Spring 2023

LEC Section: 01 MWF 9:00 am - 9:50 am Anna M. Plantinga

**STAT 202 (F)(S) Introduction to Statistical Modeling (QFR)**

Data come from a variety of sources: sometimes from planned experiments or designed surveys, sometimes by less organized means. In this course we'll explore the kinds of models and predictions that we can make from both kinds of data, as well as design aspects of collecting data. We'll focus on model building, especially multiple regression, and talk about its potential to answer questions about the world -- and about its limitations. We'll emphasize applications over theory and analyze real data sets throughout the course.

**Requirements/Evaluation:** Homework problems; quizzes; exams; a final project (on a topic that interests you!). Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While your assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to class discussions, and working together with classmates on practice problems.

**Prerequisites:** MATH 140 and STAT 101/161/201/AP Statistics 4/5, or permission of instructor.

**Enrollment Limit:** 40

**Enrollment Preferences:** Prospective Statistics majors and more senior students

**Expected Class Size:** 25

**Grading:** yes pass/fail option, no fifth course option

**Unit Notes:** Students with a 4 on the AP Stats exam should contact the department for proper placement. Students with STAT 201 are strongly encouraged to take STAT 346 or other 300-level statistics electives.

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

**Attributes:** PHLH Statistics Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Xizhen Cai

LEC Section: 02 MWF 12:00 pm - 12:50 pm Richard D. De Veaux

Spring 2023

LEC Section: 01 MWF 12:00 pm - 12:50 pm Xizhen Cai

LEC Section: 02 Cancelled

**STAT 297 (F) Independent Study: Statistics**

Directed 200-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

**STAT 298 (S) Independent Study: Statistics**

Directed 200-level independent study in Statistics.

**Requirements/Evaluation:** decided by the department

**Prerequisites:** permission of department

**Enrollment Limit:** 20

**Enrollment Preferences:** decided by the department

**Expected Class Size:** 1

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

**STAT 302 (S) Applied Statistical Modeling (QFR)**

Data may come from various sources and studies with different purpose of analysis. Statistical modeling provides a unified framework to embrace different data types, and focuses on the goals of understanding relationships, assessing differences and making predictions. We will explore different types of statistical models (linear regression, ANOVA, logistic regression etc), and focus on their conditions, the interactive modeling process, as well as the statistical inference tools for drawing conclusions from them. Throughout the course, real datasets will be modeled for interesting questions about the world, and the limitations will be addressed as well.

**Requirements/Evaluation:** weekly homework assignments, quizzes, exams and a course project.

**Prerequisites:** One of the following: i) STAT 201; ii) MATH 140 and STAT 101/161/AP Statistics 4/5; iii) Permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Students interested in statistics who have background in calculus and intro stat. Students cannot take STAT 302 either simultaneously or after STAT 346.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is an intermediate statistics class with prerequisites that are QFR courses

Not offered current academic year

### **STAT 310 (F) Data Visualization (QFR)**

This course is about preparing, visualizing, reporting and presenting different types of data. We will start with creating common plots (e.g., barcharts, histograms, density plots, boxplots, time series and lattice plots), but also discuss visualizing results of statistical models, such as linear or logistic regression models. We will use the ggplot library in R but then switch to the plotly library for interactive graphs with mouse-over and click events. Using R's shiny and DT libraries, we will learn how to create and publish web-apps and dashboards that explore datasets and support online filtering. We will end the class with creating web apps that contain multiple graphs or maps which react to user inputs (such as selecting which variables to plot) or provide real time monitoring of streaming data. Throughout, we will use version control software (Github) to organize and keep track of our code. This course will be taught in a semi-flipped style. While the instructor will introduce certain topics, students will often be responsible for reading material ahead of time and then work individually or in pairs to reproduce material or implement it on their own data.

**Requirements/Evaluation:** Grading will almost entirely be based on class participation, individual and team-work, project presentations and the student's portfolio.

**Prerequisites:** Stat 201/202/302; Good knowledge of R

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference may be given to stats majors who need the course in order to graduate, but then random selection.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course teaches how to organize and present data graphically, but also how to critique existing data visualizations.

Not offered current academic year

### **STAT 315 (S) Applied Machine Learning (QFR)**

How does Netflix recommend films based on your viewing history? How does Facebook group its users and send out targeted ads? How did Google select from thousands of search terms to predict flu? Machine learning (ML) is a rapidly growing field that is concerned with algorithms and models to find patterns in data and solve these practical problems at the intersection between statistics, data science and computer science. This course provides a broad introduction to ideas and methods in machine learning, with emphasis on statistical intuitions and practical data analysis. Topics including regularized regression, SVM, supervised/unsupervised learning, text analysis, neural networks will be covered. Students will use R extensively throughout the course while getting introduced to some ML tools in Python.

**Class Format:** Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, one class project, and two or three exams

**Prerequisites:** MATH 140, and STAT 201/202, or equivalent; or permission of instructor. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods

Not offered current academic year

**STAT 319 (S) Statistical Computing (QFR)**

This course introduces a variety of computational and data-centric topics of applied statistics, which are broadly useful for acquiring, manipulating, visualizing, and analyzing data. We begin with the R language, which will be used extensively throughout the course. Then we'll introduce a variety of other useful tools, including the UNIX environment, scripting analyses using bash, databases and the SQL language, alternative data formats, techniques for visualizing high-dimensional data, and text manipulation using regular expressions. We'll also cover some modern statistical techniques along the way, which are made possible thanks to advances in computational power. This course is strongly computer oriented, and assignments will be project-based.

**Requirements/Evaluation:** based primarily on projects, homework, and exams

**Prerequisites:** STAT 201 or 202 and CSCI 134, 135, or 136

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses statistical tools and programming techniques to acquire data, create visualizations, and make future predictions.

Not offered current academic year

**STAT 335 (S) Biostatistics and Epidemiology (QFR)**

Epidemiology is the study of disease and disability in human populations, while biostatistics focuses on the development and application of statistical methods to address questions that arise in medicine, public health, or biology. This course will begin with epidemiological study designs and core concepts in epidemiology, followed by key statistical methods in public health research. Topics will include multiple regression, analysis of categorical data (two sample methods, sets of 2x2 tables, RxC tables, and logistic regression), survival analysis (Cox proportional hazards model), and a brief introduction to regression with correlated data.

**Requirements/Evaluation:** evaluation will be primarily based on weekly homework, two midterm exams, a final exam, and a data analysis project

**Prerequisites:** STAT 201, STAT 202 and MATH 140, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and senior statistics majors; public health concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics course with a focus on quantitative methods relevant to public health studies.

**Attributes:** PHLH Statistics Courses

Not offered current academic year

**STAT 341 (F)(S) Probability (QFR)**

**Cross-listings:** STAT 341 MATH 341

Secondary Cross-listing

The historical roots of probability lie in the study of games of chance. Modern probability, however, is a mathematical discipline that has wide applications in a myriad of other mathematical and physical sciences. Drawing on classical gaming examples for motivation, this course will present axiomatic and mathematical aspects of probability. Included will be discussions of random variables (both discrete and continuous), distribution and expectation, independence, laws of large numbers, and the well-known Central Limit Theorem. Many interesting and important applications will also be

presented, including some from classical Poisson processes, random walks and Markov Chains.

**Requirements/Evaluation:** homework, classwork, and exams

**Prerequisites:** MATH 150 and MATH 250 or permission of the instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Priority will be given to Mathematics majors and to Statistics Majors.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STAT 341 (D3) MATH 341 (D3)

**Quantative/Formal Reasoning Notes:** This is a 300-level Math/Stat course.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

Spring 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Mihai Stoiciu

### **STAT 342 (S) Introduction to Stochastic Processes (QFR)**

Stochastic processes are mathematical models for random phenomena evolving in time or space. Examples include the number of people in a queue at time  $t$  or the accumulated claims paid by an insurance company in an interval of time  $t$ . This course introduces the basic concepts and techniques of stochastic processes used to construct models for a variety of problems of practical interest. The theory of Markov chains will guide our discussion as we cover topics such as martingales, random walks, Poisson process, birth and death processes, and Brownian motion.

**Requirements/Evaluation:** weekly homework/labs, classwork, and exams

**Prerequisites:** STAT 341

**Enrollment Limit:** 30

**Enrollment Preferences:** senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical skills and translating real world phenomena into mathematical descriptions.

**Not offered current academic year**

### **STAT 344 (F) Statistical Design of Experiments (QFR)**

When you hear the word experiment you might be picturing white lab coats and pipettes, but businesses, especially e-commerce, are constantly experimenting as well. How do you get the most out of both scientific and business investigations? By doing the right experiment in the first place. We'll explore the techniques used to plan experiments that are both efficient and statistically sound. We'll learn how to analyze the data that come from these experiments and the conclusions we can draw from that analysis. We'll look at both classical tools like fractional factorial designs as well as optimal design, and see how these two frameworks differ in their philosophy and in what they can do. Throughout the course, we'll make extensive use of both R and JMP software to work with real-world data.

**Requirements/Evaluation:** Homework problems--both individual and in groups, midterm, final, and projects (on topics that interest you!).

**Prerequisites:** STAT 161 or 201 or 202, or equivalent, and Math 140 or equivalent, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, seniors, juniors, sophomores, first years

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to design experiments, analyze their results, and assess their effectiveness. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Richard D. De Veaux

**STAT 346 (F)(S) Regression Theory and Applications (QFR)**

This course focuses on the building of empirical models through data in order to predict, explain, and interpret scientific phenomena. Regression modeling is the most widely used method for analyzing and predicting a response data and for understand the relationship with explanatory variables. This course provides both theoretical and practical training in statistical modeling with particular emphasis on simple linear and multiple regression, using R to develop and diagnose models. The course covers the theory of multiple regression and diagnostics from a linear algebra perspective with emphasis on the practical application of the methods to real data sets. The data sets will be taken from a wide variety of disciplines.

**Requirements/Evaluation:** Weekly homework, theory and data analysis exams, final course project.

**Prerequisites:** MATH 250, and at least one of STAT 201 or 202. Or permission of the instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Statistics Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course prepares students in the use of quantitative methods for the modeling, prediction and understanding of scientific phenomena.

Fall 2022

LEC Section: 01 TR 9:55 am - 11:10 am Xizhen Cai

Spring 2023

LEC Section: 01 TR 9:55 am - 11:10 am Elizabeth M. Upton

**STAT 355 (F) Multivariate Statistical Analysis (QFR)**

To better understand complex processes, we study how variables are related to one another, and how they work in combination. Therefore, we want to make inferences about more than one variable at time? Elementary statistical methods might not apply. In this course, we study the tools and the intuition that are necessary to analyze and describe such data sets. Topics covered will include data visualization techniques for high dimensional data sets, parametric and non-parametric techniques to estimate joint distributions, techniques for combining variables, as well as classification and clustering algorithms.

**Requirements/Evaluation:** homework, project/presentations, possibly one or two exams.

**Prerequisites:** MATH 250, and STAT 346 or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** students interested in statistics which have solid background in math and stat

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** It is an advanced statistics class with prerequisites that are QFR courses

Not offered current academic year

**STAT 356 (F) Time Series Analysis (QFR)**

Time series -- data collected over time -- crop up in applications from economics to engineering to transit. But because the observations are generally not independent, we need special methods to investigate them. This course will include exploratory methods and modeling for time series, including descriptive methods and checking for significance, and a foray into the frequency domain. We will emphasize applications to a variety of real data, explored using R.

**Requirements/Evaluation:** Evaluation is primarily based on quizzes and projects (on topics that interest you!). You'll be given the opportunity to assess your own work and resubmit/reattempt assignments as you gain mastery of a topic. Participation matters! Engagement with your peers is an important part of learning, of being a statistician in the Real World...and of your evaluation in this course. While most assignments will be submitted (and graded) individually, you'll be responsible for giving and receiving peer feedback, contributing to live and online discussions, and working together with classmates on practice problems.

**Prerequisites:** STAT 346 (may be taken concurrently) or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course uses mathematical tools and computing programs to create models, make predictions, assess uncertainty, and describe data. We'll also emphasize choosing appropriate mathematical tools and interpreting their results in a real-world context.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 358 (S) Introduction to Categorical Data Analysis (QFR)**

This course focuses on methods for analyzing categorical response data. In contrast to continuous data, categorical data consist of observations classified into two or more categories. Traditional tools of statistical data analysis (such as linear regression) are not designed to handle such data and pose inappropriate assumptions. We will develop methods specifically designed for modeling categorical data, with applications in the social and biological sciences as well as in medical research, engineering and economics. This course has two parts. The first part will discuss statistical inference for parameters of categorical distributions (Bernoulli, Binomial, Multinomial, Poisson) and for measures of association arising in contingency tables (difference and ratio of proportions and odds ratios). Inferential methods covered include Wald, score and likelihood ratio tests and confidence intervals, as well as the bootstrap. The longer second part will focus on statistical modeling of categorical response data via generalized linear models, with a heavy focus on logistic regression models with both quantitative and categorical predictors and their interactions. Model fitting and inference will be based on maximum likelihood and carried out via R.

**Requirements/Evaluation:** Weekly homework assignments consisting of exercises from the textbook as well as data analysis problems, carried out using R. Occasional short in-class quizzes at the beginning of class. One Midterm (with both in-class and take-home component). Final Project with presentation. Final exam. Homework accounts for roughly 15% of the grade, quizzes for another 15%, midterm (in-class and take-home combined) and final for about 30% each, and project for the remaining 10%.

**Prerequisites:** STAT 346: Regression and Forecasting

**Enrollment Limit:** 15

**Enrollment Preferences:** stats majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Students learn how to analyze data and communicate results.

Not offered current academic year

### **STAT 360 (S) Statistical Inference (QFR)**

How do we estimate unknown parameters and express the uncertainty we have in our estimate? Is there an estimator that works best? Many topics from introductory statistics such as random variables, the central limit theorem, point and interval estimation and hypotheses testing will be revisited and put on a more rigorous mathematical footing. The focus is on maximum likelihood estimators and their properties. Bayesian and computer

intensive resampling techniques (e.g., the bootstrap) will also be considered.

**Requirements/Evaluation:** Homework, Quizzes, Exams

**Prerequisites:** MATH 250, STAT 201 or 202, STAT 341

**Enrollment Limit:** 15

**Enrollment Preferences:** Statistics majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** A rigorous mathematical course laying the foundation for reasoning with data

Spring 2023

LEC Section: 01 TR 11:20 am - 12:35 pm Richard D. De Veaux

### **STAT 365 (F) Bayesian Statistics (QFR)**

The Bayesian approach to statistical inference represents a reversal of traditional (or frequentist) inference, in which data are viewed as being fixed and model parameters as unknown quantities. Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing.

**Requirements/Evaluation:** homework and exams

**Prerequisites:** STAT 201 and MATH 150 and 250, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** juniors and seniors, Statistics majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course utilizes mathematics and computer-based tools for the Bayesian approach for analyzing data and making statistical inferences.

Fall 2022

LEC Section: 01 Cancelled

### **STAT 368 (S) Modern Nonparametric Statistics (QFR)**

Many statistical procedures and tools are based on a set of assumptions, such as normality or other parametric models. But, what if some or all of these assumptions are not valid and the adopted models are miss-specified? This question leads to an active and fascinating field in modern statistics called nonparametric statistics, where few assumptions are made on data's distribution or the model structure to ensure great model flexibility and robustness. In this course, we start with a brief overview of classic rank-based tests (Wilcoxon, K-S test), and focus primarily on modern nonparametric inferential techniques, such as nonparametric density estimation, nonparametric regression, selection of smoothing parameter (cross-validation), bootstrap, randomization-based inference, clustering, and nonparametric Bayes. Throughout the semester we will examine these new methodologies and apply them on simulated and real datasets using R.

**Requirements/Evaluation:** performance on exams, homework, and a project

**Prerequisites:** STAT 201 and STAT 346, or permission of instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

Not offered current academic year

**STAT 372 (S) Longitudinal Data Analysis** (QFR)

This course explores modern statistical methods for drawing scientific inferences from longitudinal data, i.e., data collected repeatedly on experimental units over time. The independence assumption made for most classical statistical methods does not hold with this data structure because we have multiple measurements on each individual. Topics will include linear and generalized linear models for correlated data, including marginal and random effect models, as well as computational issues and methods for fitting these models. As time permits, we will also investigate joint modeling of longitudinal and time-to-event data. We will consider many applications in the social and biological sciences.

**Requirements/Evaluation:** Weekly homework, midterm exams, a final exam, and a data analysis project

**Prerequisites:** STAT 346 (and an appropriate introductory statistics course, typically STAT 201 or 202)

**Enrollment Limit:** 20

**Enrollment Preferences:** junior and senior Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** The course will cover a variety of statistical analysis methods for longitudinal data.

**Attributes:** PHLH Statistics Courses

Spring 2023

LEC Section: 01 MWF 11:00 am - 11:50 am Anna M. Plantinga

**STAT 397 (F) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

**STAT 398 (S) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

**STAT 410 (F) Statistical Genetics** (QFR)

Genetic studies explore patterns of genetic variation in populations and the effect of genes on diseases or traits. This course provides an introduction to statistical and computational methods for genetic studies. Topics will include Mendelian traits (such as single nucleotide polymorphisms), genome-wide association studies, pathway-based analysis, and methods for population genetics. Students will be introduced to some of the major computational tools for genetic analysis, including PLINK and R/Bioconductor. The necessary background in genetics and biology will be provided alongside the statistical and computational methods.

**Requirements/Evaluation:** project work, homework, exams, and contribution to discussion

**Prerequisites:** STAT 346 and STAT 360, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Statistics majors, juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is a statistics class with a focus on mathematical, computational, and data analysis skills as well as appropriate practical application of analysis methods.

**Attributes:** BIGP Courses PHLH Statistics Courses

Not offered current academic year

### **STAT 441 (F) Information Theory and Applications**

**Cross-listings:** MATH 441 CSCI 441 STAT 441

Primary Cross-listing

What is information? And how do we communicate information effectively? This course will introduce students to the fundamental ideas of Information Theory including entropy, communication channels, mutual information, and Kolmogorov complexity. These ideas have surprising connections to a fields as diverse as physics (statistical mechanics, thermodynamics), mathematics (ergodic theory and number theory), statistics and machine learning (Fisher information, Occam's razor), and electrical engineering (communication theory).

**Requirements/Evaluation:** Weekly homeworks, midterm(s), final exam.

**Prerequisites:** Math/Stat 341; Math 150 or 151; or permission of instructor.

**Enrollment Limit:** 30

**Enrollment Preferences:** Seniors; mathematics and statistics majors.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MATH 441 (D3) CSCI 441 (D3) STAT 441 (D3)

Not offered current academic year

### **STAT 442 (S) Statistical Learning and Data Mining (QFR)**

In both science and industry today, the ability to collect and store data can outpace our ability to analyze it. Traditional techniques in statistics are often unable to cope with the size and complexity of today's data bases and data warehouses. New methodologies in Statistics have recently been developed, designed to address these inadequacies, emphasizing visualization, exploration and empirical model building at the expense of traditional hypothesis testing. In this course we will examine these new techniques and apply them to a variety of real data sets.

**Class Format:** Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Requirements/Evaluation:** weekly homework, exams and an end-of-term project

**Prerequisites:** MATH/STAT 341 and STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Statistics majors, juniors and seniors. Students cannot take both STAT 315 and STAT 442. Only one of the two can be taken for credit.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an advanced statistics class involving theory and application of statistical methods to data.

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am Xizhen Cai

**STAT 458 (F) Generalized Linear Models- Theory and Applications (QFR)**

This course will explore generalized linear models (GLMs)--the extension of linear models, discussed in Stat346, to response variables that have specific non-normal distributions, such as counts and proportions. We will consider the general structure and theory of GLMs and see their use in a range of applications. As time permits, we will also examine extensions of these models for clustered data such as mixed effects models and generalized estimating equations.

**Requirements/Evaluation:** Weekly homework consisting of theoretical exercises and data analyses carried out in R. Short frequent quizzes and one midterm (with an in-class and take-home component). Final project and final exam.

**Prerequisites:** STAT 346, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Seniors and Statistics majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This is an intensive statistics course, involving theoretical and mathematical reasoning as well as the application of mathematical ideas to data using software.

Fall 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth M. Upton

**STAT 465 (F) Bayesian Statistics (QFR)**

Interest and application of Bayesian methods have exploded in recent decades, being facilitated by recent advances in computational power. Indeed, the Bayesian approach is now recognized across scientific disciplines as a modern and powerful tool. We begin with an introduction to Bayes' Theorem, the theoretical underpinning of Bayesian statistics which dates back to the 1700's, and the concepts of prior and posterior distributions, conjugacy, and closed-form Bayesian inference. Building on this, we introduce modern computational approaches to performing Bayesian inference, including Markov chain Monte Carlo (MCMC), Metropolis-Hastings sampling, and the theory underlying these simple and powerful methods, before moving on to multivariate sampling methods and methodology. Students will become comfortable with modern software tools for MCMC using a variety of applied hierarchical modeling examples, and will use R for all statistical computing. The course will culminate in an independent Bayesian research project.

**Requirements/Evaluation:** Homework, exams, and project

**Prerequisites:** STAT 346, or permission of instructor

**Enrollment Limit:** 30

**Enrollment Preferences:** Juniors and Seniors, and Statistics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course mandates significant mathematical and statistical prowess.

Not offered current academic year

**STAT 493 (F) Senior Thesis: Statistics**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

HON Section: 01 TBA Richard D. De Veaux

#### **STAT 494 (S) Senior Thesis: Statistics**

Each student carries out an individual research project under the direction of a faculty member that culminates in a thesis. See description under *The Degree with Honors in Statistics*.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

HON Section: 01 TBA Richard D. De Veaux

#### **STAT 497 (F) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Fall 2022

IND Section: 01 TBA Richard D. De Veaux

#### **STAT 498 (S) Independent Study: Statistics**

Directed independent study in Statistics.

**Prerequisites:** permission of department

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

Spring 2023

IND Section: 01 TBA Richard D. De Veaux

#### **STAT 499 (F)(S) Statistics Colloquium**

Statistics senior colloquium. Meets every week for an hour both fall and spring. Senior statistics majors must participate. This colloquium is in addition to the regular four semester-courses taken by all students.

**Requirements/Evaluation:** delivering a passing talk and participation throughout the year

**Prerequisites:** Statistics majors must take the colloquium in their senior year

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 25

**Grading:** non-graded

**Distributions:** (D3)

Fall 2022

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

Spring 2023

SEM Section: 01 W 1:10 pm - 2:00 pm Richard D. De Veaux

**Winter Study -----**

**STAT 19 (W) Chess and Speed Chess**

This course will present a fast and fun introduction to chess, speed chess, and multi-player variants of classical chess. We'll begin with the rules of chess, and a study of classical openings, theory, checkmates, and endgames. These concepts will be practiced through in-class games. We will always make use of chess clocks, limiting a player's total thinking time. Chess clocks are an important part of tournament chess and speed chess, and are critically important in several chess variants we'll explore. This will open up your eyes to the high-paced, social, and extremely fun nature of recreational chess. Students will immensely enjoy learning and playing these variants, and will be surprised at how much fun chess can be. The course will culminate in a series of informal tournaments among the class.

**Requirements/Evaluation:** Short paper and final project or presentation. In-class tournament participation

**Prerequisites:** Prior chess experience

**Enrollment Limit:** 20

**Enrollment Preferences:** Please submit a brief statement of your present chess knowledge and experience.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 Cancelled

**STAT 30 (W) Senior Project: Statistics**

To be taken by candidates for honors in Statistics other than by thesis route.

**Class Format:** senior project

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Richard D. De Veaux

**STAT 31 (W) Senior Honors Thesis**

Statistics senior honors thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Elizabeth M. Upton

**STAT 99 (W) Indep Study: Statistics**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a

faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Richard D. De Veaux

## ROMANCE LANGUAGES (Div I)

### SPANISH

**Chair: Professor Leyla Rouhi**

Professors: G. Bell-Villada, S. Fox, J. French. Assistant Professor: C. Macías Prieto. Visiting Assistant Professor: A. Hanson

Teaching Associates: Gabriel Gonzalo Fernández, Emma González Martínez, Anamaría Pla-Ávalo

On leave: G. Bell-Villada (Spring)

#### THE MAJOR IN SPANISH

Students who major in Spanish can expect to acquire linguistic fluency along with in-depth knowledge of the cultures of Spain and Latin America. Through the study of the major writers and historical events of the Spanish-speaking world, our program offers training in literary analysis and linguistic expression, as well as a deep appreciation of Hispanic civilizations.

The major consists of nine courses above the 102 level. In exceptional circumstances, the Department may decide to accept RLSP 101-102 for the Spanish major. One of the nine courses must be the 400-level senior seminar taken during the student's final year at the College; another must be a course that substantially focuses on literature or cultural texts produced before 1800. Students entering at the 200-level may, with the permission of the Department, choose as part of their major program one course not conducted in Spanish but offered by faculty in Romance Languages or another Department or Program, such as Latino/a Studies, Comparative Literature, History, etc., provided that the subject matter relate to and broaden their study of Spanish. Students entering at a very advanced level may, in some cases and with the permission of the Department, include two such courses in their major program. Working with a member of the Spanish faculty, the student will formulate a curricular plan that will ensure balance and coherence in courses taken prior to declaring a major in Spanish. This is especially imperative for students who are planning to spend a part or all of their junior year in Latin America or Spain.

#### THE DEGREE WITH HONORS IN SPANISH

Students majoring in Spanish may apply to be admitted to the Honors Program in Spanish upon demonstrating the following: (1) fluency of spoken and written language; (2) potential for successful independent research, as demonstrated by strong performance in advanced-level coursework; (3) interest and motivation; and (4) overall quality and feasibility of the proposal. Two routes are available to those who wish to apply for the degree with honors.

The first of these involves the writing of a senior thesis.

By May 15th of their junior year, candidates will have found a thesis advisor, and given the Department a three- to five-page proposal and a preliminary bibliography. (In some cases, and upon consultation with the Department, candidates will have the option to choose a second reader in addition to their primary advisor; for example, when the thesis is interdisciplinary enough in nature that it requires the expertise of an additional reader).

This proposal will be discussed by the Department; by June 1st, the candidate will be informed whether they can proceed with the thesis, and if so, what changes need to be made to the focus and scope of the project. The summer before the senior year will be spent compiling a more detailed bibliography and reading.

Upon their return to Williams, candidates will devote to their theses two semesters of independent study (beyond the nine courses required for the major) and the winter study period of their senior year (493-W31-494). The thesis will be written in Spanish and will usually not be shorter than fifty pages. By the end of the Fall semester, students will normally have a clear outline of the project, have done substantial research, and produced the draft of at least the first half of the project. During January this draft will be suitably rewritten and edited with a view to a final version, while the candidates will also begin work on remaining chapters.

Candidates will submit what they have written to the department on the last day of Winter Study.

On the Tuesday of the first week of the spring semester candidates will make a presentation of the project at a departmental colloquium in Spanish. The thesis will be promptly discussed and evaluated to determine whether or not the student should continue in the honors program. The second semester of independent thesis work will be spent writing more chapters, as well as revising, rewriting, and polishing the project where necessary. The completed thesis in its final form will be due on April 25th. At the end of the Spring term, the student will present and defend the final project before members of the Department and others by invitation. The grade will be awarded once members of the Department have consulted after the defense.

The second route is a group of three clearly related courses (offered by the Department of Romance Languages or by other departments, such as History, Art, Philosophy, English, etc.), only one of which may be counted in the nine courses comprising the major. One of the courses will be an Independent Study (plus senior year WSP 30) in the spring of the senior year, at the end of which the student will write an essay that synthesizes the

content of the three related courses. Students may apply for this route by November 2 of the senior year.

In the case of both routes to the degree with honors, the department's recommendation for graduation with honors will be based on the originality and thoroughness of the finished project.

## THE CERTIFICATE IN SPANISH

The Certificate in Spanish Language and Culture consists of a sequence of seven courses for which the student must earn a cumulative grade average of B or higher. Those so interested should express their intent to the chair of the department by March 1 or earlier.

For students with no prior Spanish background, the course sequence will consist of Spanish 101-102, Spanish 103 and 104, and three courses in Spanish above the 104 level, with at least one of these courses at the 200-level or higher taken at Williams. If the student starts out the sequence at Spanish 103, in addition to the three courses in Spanish beyond the 104 level (including a 200-level course or higher), two electives may be taken in other departments. One elective should be in Spanish or Latin-American cultural history (art, literature, drama, music) and the other in Spanish or Latin-American intellectual, political, or social history. Spanish 200, 201, or 208 can be counted for the elective requirement.

Electives may be considered from a variety of departments and programs. However, students should consult with the chair of Romance Languages before making any enrollment decisions.

## PLACEMENT

Students come to study Spanish at Williams with a wide range of backgrounds and prior experiences. Some will have studied Spanish for many years in high school and earlier. Others will have grown up speaking Spanish with family and friends but had little opportunity to study the language at school. Others have lived in Spanish-speaking countries or otherwise studied in immersive contexts. And for others, Spanish is a brand-new language that they are eager to begin learning.

Whatever your previous experience with Spanish, *¡Bienvenida! ¡Bienvenido!* We are glad to have you with us. In order to figure out the most appropriate point of entry, we ask that all students who wish to begin their study of Spanish in the new academic year take the department's placement exam when it is offered during First Days. The only students who don't need to take the placement exam are those who qualify as "true beginners," those with no previous experience of Spanish and for whom 101-102 is obviously the right choice. Everyone else should take the placement test. After you do, the Registrar's Office will notify you of the level and/or course the Spanish faculty have recommended for you. You should free to reach out to the department chair, your recommended instructor, or any other faculty member if you have questions or concerns about your placement.

## STUDY ABROAD

Spanish majors, as well as non-majors interested in further exposure to the language and the culture, are strongly encouraged to study in Spain or Latin America for either a semester or a full year. We recommend that you start planning for study abroad as early as possible, and that you speak to our faculty early on to go over the many possible destinations and programs available to you. In recent years, Williams students have studied in such varied and far-flung locations as Buenos Aires, Havana, Lima, Barcelona, and Madrid. Those who are interested in Madrid may wish to consider the Hamilton College program, with which we maintain consortial ties. Credit for up to four courses can be granted at the discretion of the Department for study overseas. Those four courses count towards the certificate or the major in Spanish. Students interested in study abroad should consult with a member of the department at their earliest convenience.

## FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, provisional approval can be granted (students should be sure to contact the department for details).

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings/assignments. If it is a program we are familiar with, the course title and description are enough. If it is a new program/new type of course we need all the available materials (syllabus, assignments, etc.).

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. Four maximum.

### **Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. They have to be courses that focus on language, culture, history, or politics of the target language/culture.

### **Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. Our Senior Seminars are required for the major.

### **Are there specific major requirements in your department/program that students should be particularly aware of when weighing study**

away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

This hardly ever happens but could happen if a student doesn't seek out pre-approval from a faculty member.

### **RLSP 101 (F) Elementary Spanish**

This course focuses on grammar, elementary composition, practice in conversation, and reading of easy modern prose. It is taught by the intensive oral method.

**Requirements/Evaluation:** participation, regular homework exercises, quizzes, a midterm, and a final exam.

**Prerequisites:** This course is for students who have no previous background in Spanish.

**Enrollment Limit:** 15

**Enrollment Preferences:** None. However students with two or more years of High School Spanish are normally not eligible.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** Textbook.

**Distributions:** (D1)

Fall 2022

SEM Section: 01 M-F 10:00 am - 10:50 am Soledad Fox

### **RLSP 102 (S) Elementary Spanish**

This course is a continuation of RLSP 101. It focuses on grammar, elementary composition, practice in conversation, and reading of easy modern texts. It is taught by the intensive oral method.

**Class Format:** The class meets five hours a week; students will complete workbook and lab exercises weekly.

**Requirements/Evaluation:** Daily preparation and participation, regular assignments, frequent tests, a midterm and a final. At least two cultural activities per semester must be attended.

**Prerequisites:** RLSP 101; this course is for students who have studied less than two years of Spanish in secondary school. Students must complete RLSP 101 as well as the Winter Study sustaining program to be eligible to enroll.

**Enrollment Limit:** 20

**Enrollment Preferences:** potential majors, all those showing serious interest in the study of a new language.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Students in RLSP 101-102 are required to attend and pass the sustaining program during the winter study period.

**Distributions:** (D1)

Spring 2023

SEM Section: 01 M-F 10:00 am - 10:50 am Leyla Rouhi

### **RLSP 103 (F) Intensive Intermediate Spanish**

**RLSP 103 (F) Intensive Intermediate Spanish.** This course is a continuation of Spanish 101-102. It is designed to help students improve their proficiency in each of the major skill-groups (listening, speaking, reading and writing) while providing an introduction to the cultures of the Spanish-speaking world. Classroom activities and homework are designed to increase vocabulary and improve your ability to handle daily life in a Spanish-speaking country, to express your views on complex subjects such as art and politics, and to increase your knowledge of the cultural

traditions of Latin America and Spain. Film screenings and readings in Hispanic literature, culture and politics will provide material for in-class discussion and some writing assignments. This course provides the linguistic and cultural training that is necessary to engage the diverse Spanish-speaking communities of Latin America, Spain and the US; it will help to prepare students for further literary and cultural studies as well as provide skills that are increasingly essential in fields such as medicine, law, and education. **Conducted in Spanish.**

**Class Format:** Class meets four hours a week: three times with the professor (either in the morning or at noon) and one time in the afternoon with the TA.

**Requirements/Evaluation:** Regular attendance and active in-class participation, workbook exercises and weekly compositions, quizzes, midterm and final exams.

**Prerequisites:** RLSP 101-102 or by Spanish placement exam

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 11:00 am - 11:50 am Gene H. Bell-Villada

CON Section: 02 W 2:10 pm - 3:00 pm Gene H. Bell-Villada

SEM Section: 03 MWF 10:00 am - 10:50 am Jennifer L. French

CON Section: 04 TBA Jennifer L. French

#### **RLSP 104 (S) Intensive Intermediate Spanish, Upper Level**

This course is a continuation of Spanish 103. During the spring semester we resume our work to expand your proficiency in each of the major skill-groups (listening, speaking, reading and writing) while increasing familiarity with the vibrant cultures of the Spanish-speaking world. Students in both sections of RLSP 104 can once again expect to sample a variety of written and audiovisual media -- poems and short fiction, essays, journalism, blogs and film -- to deepen their understanding of Hispanic cultures. However, Section 2 will have a more distinct focus on cinema: we will watch a series of classic and contemporary films and develop the specialized vocabulary and skills needed to analyze them in class discussions and student writing. Regardless of which section you are in, students in Spanish 104 can expect to write regularly and to meet with their professor, teaching associate and classmates in varying combinations for four hours each week. This course is designed to prepare students for further literary and cultural studies in Spanish -- including the challenges of study abroad -- and to hone communication skills that are increasingly essential in professional fields such as medicine, law, and education. *Pasajes Lengua* and its accompanying *Cuaderno de Práctica* will once again serve as our primary texts. Conducted in Spanish. For students who have not taken Spanish 103 at Williams, the departmental placement exam is required for enrollment in 104.

**Class Format:** Students will spend 4 hours per week in class in engagement with their Professor, Teaching Associate (TA), and classmates. In addition to the regular MWF classes with their Professor, students will meet for one additional hour per week with the TA. As will be explained in the course syllabus and at the first class meeting, this additional hour with the TA will take place at a time (to be decided during the first weeks of class) that is mutually beneficial for the TA and students.

**Requirements/Evaluation:** Weekly 1- to 2-page compositions, daily homework and class participation, oral reports, unit exams and a final exam.

**Prerequisites:** RLSP 103 or by Spanish placement exam

**Enrollment Limit:** 20

**Enrollment Preferences:** If the course is over-subscribed, priority will be given to first-year students and others with a demonstrable commitment to study of Spanish.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 11:00 am - 11:50 am Carlos Macías Prieto

SEM Section: 02 MWF 10:00 am - 10:50 am Jennifer L. French

### **RLSP 105 (F) Advanced Grammar, Composition, Conversation**

In this course students will refine their knowledge of Spanish grammar and vocabulary towards further fluency in speaking and writing. The focus of the class is grammar through active engagement with relevant cultural, literary, and political materials centered for the most part on Spain. Students will produce regular grammar and composition exercises as well as oral reports. They will also meet with the Teaching Associate, in smaller groups, weekly.

**Class Format:** students must participate in TA sessions once a week.

**Requirements/Evaluation:** regular grammar and composition assignments, a mid-term, occasional quizzes, oral reports; active participation and regular attendance required.

**Prerequisites:** RLSP 104, or results of the Williams College Placement Test, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** first-year students, potential majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MWF 9:00 am - 9:50 am , Aroline Hanson

SEM Section: 02 MWF 10:00 am - 10:50 am , Aroline Hanson

### **RLSP 106 (S) Advanced Grammar and Composition through Literature**

This course is designed for advanced students who wish to further polish and refine their grammatical, lexical, and writing skills in Spanish. The course may be taken immediately after 104, by placement exam results, or even after students have begun to sample the Department's literature and culture offerings at the 200- and 300-level. Classic works of short fiction by celebrated Latin American authors such as Gabriel García Márquez and Julio Cortázar will be discussed; selected Latin American films will be viewed as well. For written and oral assignments: weekly essays, in-class presentations, and language-laboratory activities. *Conducted in Spanish.*

**Class Format:** Discussion.

**Requirements/Evaluation:** a weekly essay based on the stories read in class, written lab exercises, participation in the grammatical and literary discussions, quizzes, a mid-term and a final

**Prerequisites:** RLSP 104, any course 201+, placement exam or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Sophomore

**Expected Class Size:** 10-19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 107 (F) Advanced Grammar and Conversation**

How is Spanish language relevant to my academic field? What linguistic and cultural resources should I acquire to effectively communicate my academic interests in this language? How do I prepare for a professional presentation in Spanish? What are the limitations of the academic language at the moment of interacting with people in the community? The Advanced Grammar course 107 will provide cultural and linguistic resources to address the questions above and other common concerns that students have around their proficiency and skills to communicate effectively. This course focuses on helping students to advance their cultural and communicative skills in Spanish, as they share their professional interests with other

students. The class will discuss four general topics -medicine, history and human rights, art, and environmental issues-, which will create the context for students to conduct oral presentations and activities around their own academic fields. Another important emphasis of the course will be to connect students' professional interests to current issues of social justice in USA, Latino America and other world countries. To expand their cultural and linguistic knowledge, participants will prepare two different types of oral activities for the class: formal-academic presentations and non-formal activities that use colloquial registers. The RLSP 107 course will require a constant and committed collaboration between participants.

**Class Format:** Students should expect to meet with the professor three times per week during the scheduled class hours. One hour of practice with the TA will be added at agreed-upon times once the enrollment is fully established.

**Requirements/Evaluation:** Regular grammar and composition assignments, a mid-term exam and a final project; intense reading, active participation and regular attendance required.

**Prerequisites:** RLSP 104, placement exam results, permission of instructor or Department Chair

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and certificate students, current and potential.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 201 (F) The Spanish Labyrinth**

How can you learn to separate the stereotypical images of Spain from reality? How can we talk about one "Spain", when the country a complex composite of ancient and diverse cultural remnants mixed with recent influxes of immigrants and separatist movements? How has the vulnerable peninsula survived centuries of violent upheavals and divisiveness; dramatic economic rises and collapses? How has the Covid-19 pandemic affected Spain's health system, demographics, and international economy? This course aims to offer students a strong foundation in Spanish issues, whether they have already spent time abroad, or hope to do so in the future. In this course we will approach Spain by studying examples of its literary and artistic production, from periods of brilliant cultural exchange, and times of censorship, repression, and crisis. Some topics of focus will be the Inquisition, the Civil War, contemporary Spain's obsession with its own recent past, and its uncertain future as it begins to recover from the effects of Covid. Secondary texts will also be provided for historical and socio-political background and reference. *Conducted in Spanish.*

**Requirements/Evaluation:** Conducted entirely in Spanish, Active regular participation in class discussions. Each student will give one presentation and, on a separate occasion, also be a discussion leader. Two short writing assignments (2-3 pp) and one final essay (10-12 pp). Students are encouraged to use office hours (or by appointment meetings) at different points in the semester to help each one with questions, approaches to homework and class participation, and to provide additional feedback and practice for writing and oral expression.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Spanish majors and certificate candidates

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Soledad Fox

### **RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)**

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, oral, writing, and reading comprehension skills. *Conducted in Spanish.*

**Class Format:** Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts.

**Requirements/Evaluation:** Assignments will include four essays (from 4 to 6 pages each); a number of short writing assignments; a mid-term and a final exam; and consistent preparation and class participation.

**Prerequisites:** RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students who are considering the major in Spanish

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Each student will write four essays on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Spring 2023

SEM Section: 01 MWF 11:00 am - 11:50 am Jennifer L. French

### **RLSP 203 (F) From Modernismo to El Boom de la Novela**

A survey of some of the leading imaginative writers of Ibero America. Readings will begin with the modernista poets and go on to include fiction of Mexico by Rulfo, a wide sampling of verse by Pablo Neruda, and narratives of the "Boom" period by authors such as Borges, Cortázar, Lispector, and García Márquez. *Conducted in Spanish.*

**Class Format:** In-person.

**Requirements/Evaluation:** Response journals, three 6- to 8-page papers, a mid-term and final exam, and class participation.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors, juniors, and then sophomores

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** GBST Latin American Studies Electives

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Gene H. Bell-Villada

### **RLSP 204 (S) Hispanic/Bilingual Communities in USA: language and identity**

"Hispanic/Bilingual Communities in USA: language and identity" is a course for Heritage Learners with two different profiles: those who have acquired Spanish at home and those who have been learning the language at school. Students' own sense of affective connection with the language through their families will guide our reflection on Spanish as a social component that unifies multiple Hispanic communities in the USA. We will also discuss the dialectal, sociolectal and generational differences between the members of those speaking communities, and the implications of considering these groups as homogenous. The course will address the role that media, institutions and cultural products play in preserving and (re)defining Spanish in the USA. We will review the language and its variation through TV programs, music, magazines, and literature. Heritage Learners already have an important foundation of linguistic knowledge that prepares them for interaction in Spanish. In this course they will be asked to further extend their resources through constant grammar and vocabulary practice. The course requires writing reports and larger texts, and the reading of an important amount of specialized texts in Spanish. Many of the daily activities will require teamwork. The course will meet 2 times per week: M, W, 1 hour 15 minutes per session. Students who have taken Spanish 209 can also register for this course.

**Requirements/Evaluation:** Evaluation will be based on class participation, daily assignments, essays, projects and one parcial exam.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, juniors, majors, or concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 206 (S) Latin-American Civilizations**

An introduction to the multiple elements constituting Latin-American culture. Class assignments include readings from selected Latin-American essayists and screenings of classic films. Particular focus on the conflict between local and foreign cultural traditions. Areas to be considered: Spanish Catholicism, the influence of European liberalism and U.S. expansion, the Indian and African contribution, and the cultural impact of social revolution in Mexico and Cuba. *Conducted in Spanish.*

**Class Format:** In-person

**Requirements/Evaluation:** two essays on assigned topics, response journals, one oral presentation, active discussion of the ideas and the facts presented in class, a midterm, and a final

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Juniors, sophomores, first-years.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 209 (F) Spanish for Heritage Speakers**

**Cross-listings:** LATS 209 RLSP 209

Primary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

**Requirements/Evaluation:** homework, class participation, and a series of communicative projects

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Potential Spanish majors/certificate students and LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 209 (D1) RLSP 209 (D1)

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Carlos Macías Prieto

### **RLSP 211 (S) A Survey of Spanish Literature from the 11th to the 17th Centuries**

This course will introduce the student to some of the major works of Spanish literature from its beginnings through the Golden Age. We will study the

historical context in which the works were written as well as the literary history of the periods in question. Students will learn methods of textual analysis through readings of relevant literary criticism. Readings will include selected canonical prose, poetry, and drama of the periods; special emphasis will be given to the myth of the coexistence of three religions in Iberia and the often misguided idea of dividing this literature into the categories of 'medieval' and 'Renaissance'. *Conducted in Spanish.* This course fulfills the pre-1800 requirement for the Spanish major

**Requirements/Evaluation:** evaluation will be based on class participation, short paper assignments, and a final paper

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 216 (S) Latin American Environmental Literature and Cultural Production (DPE)**

**Cross-listings:** RLSP 216 ENVI 233

#### **Primary Cross-listing**

This foundational course explores a wide array of ecocultural texts from Latin America, ranging from accounts of Europeans' first arrival to the crisis of mass extinction and anthropogenic climate change today. In between we consider an eclectic mix of styles and genres, including poetry, essays, prose fiction and speeches produced by a varied group of cultural agents. We read classic texts by canonical figures (José Martí's "Our América," the *Popol vuh*), which take on new meaning in the current context, as well as some little-known gems of ecological consciousness. Readings and discussion trace connections between environmental thought and the region's long and multi-layered history of colonialism, and students are encouraged to develop their own positions by responding to some of the leading theoretical discourses that animate the field of Latin American ecocriticism: decolonial and creole ecologies, ecofeminism, transcultural materialism, and postdevelopment. *Conducted in English.*

**Requirements/Evaluation:** Students will write and revise three formal essays over the course of the semester. There will also be shorter written assignments and intermittent discussion-leading.

**Prerequisites:** None.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference given to students majoring in Spanish or Environmental Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 216 (D1) ENVI 233 (D1)

**Difference, Power, and Equity Notes:** This course meets the goals of the DPE requirement in that it focalizes the current environmental crisis through the long history of political, economic and cultural struggles in Latin America. We examine the genealogies of environmental culture, tracing the emergence of ecofeminism, for example, through generations of writers. We also examine the phenomenon of creolization and its relationship to the environmental cultures of Latin America's originary peoples.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities

Not offered current academic year

### **RLSP 217 (S) Love in Early Modern Spain**

The principal focus of this course is the Spanish "comedia" of the seventeenth century (with supplemental readings from prose and poetry) to provide us with a dynamic and critical understanding of the theme of love as constructed by the greatest dramatists and authors of the period. Works by Lope de Vega, Tirso de Molina, Calderón, San Juan de la Cruz, Santa Teresa, María de Zayas, and others will show us how the theme was treated from diverse perspectives, and how it related to the social and political context of the time. *Conducted in Spanish.*

**Requirements/Evaluation:** Active and meaningful participation, short assignments, one final project.

**Prerequisites:** RLSP 105 or 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 22

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 220 (S) Women on the Verge**

**Cross-listings:** RLSP 220 WGSS 222

**Primary Cross-listing**

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.

**Requirements/Evaluation:** This course is conducted entirely in Spanish.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 220 (D1) WGSS 222 (D2)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Soledad Fox

### **RLSP 228 (S) Velázquez, Goya, and Picasso**

**Cross-listings:** ARTH 228 RLSP 228

**Primary Cross-listing**

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

**Requirements/Evaluation:** 3- to 5-page weekly assignment

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 228 (D1) RLSP 228 (D1)

Not offered current academic year

**RLSP 230 (F) Mexican Literature and Cultural Production (DPE) (WS)**

This course will offer a survey of the rich and varied cultural production of Mexico, from the pre-Hispanic past to the present. Students will explore a variety of literary genres (pre-Hispanic poetry, creation stories and songs; chronicles of conquest; short works of prose fiction and novels; and modern poetry and essays) as well as other kinds of cultural production within a framework of historical contextualization and formal analysis. The course meets twice per week. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation, active and engaged participation in class discussions.

**Prerequisites:** RLSP 105, placement exam results, permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of Mexico across time and space. It will highlight the often marginalized and neglected intellectual histories of indigenous peoples and other minoritized sectors of Mexican society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

**RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)**

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

**Prerequisites:** RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macias Prieto

### **RLSP 251 (F) Somos Sur: US-Mexico-Central American Borderlines (WS)**

What are borderlands? How have they been created? How do they affect the life of those who cross or are being crossed by these borders? This course focuses on the cultural production that explores US-Mexico-Central American borderlands and the diverse policies and practices that (re)create and (re)image these borders. In consideration of some of the dictatorships in Central America, the NAFTA agreement and post 9/11 policies, as well as war zones and the drug war; we will explore the concepts of citizenship, migration, nationalism, and (in)visibility in its intersection with gender, racial positioning, and social class. Drawing upon cultural studies, feminist theory, history, and ethnography we will examine materials such as photography, installation art, journalism, literature, film, and music. This interdisciplinary approach aims to shed light on the causes and consequences of the political, cultural, and economic narratives involved in our current understanding of these fronteras. This class is conducted in Spanish; readings will be in both English and Spanish.

**Requirements/Evaluation:** essays, oral presentation, participation

**Prerequisites:** RLSP 105, placement exam results, permission of the instructor or the Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

**Not offered current academic year**

### **RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America (DPE) (WS)**

Although the massive, mechanized wars of the 20th century often overshadow earlier conflicts, the 19th century was also a period of widespread bloodshed in Latin America. First, of course, came the carnage of the Independence Wars, which was followed by decades of civil war (Mexico, Argentina, Peru, Uruguay, Colombia, Venezuela) and two bitter international wars--the Paraguayan War (1864-1870) and the Pacific War (1879-1883)--each of which would have a lasting impact on the countries involved. The restoration of peace brought economic development and new opportunities for dominant groups, but also the return of some of the most violent practices of the colonial period: indigenous peoples were conquered, their lands settled by whites or used for grazing cattle, and blacks (often despite the official abolition of slavery) met with new forms of exclusion, exploitation, and physical violence. In this tutorial we will explore the literary links between some of the violent conflicts listed above and the foundation of national identities in Latin America, reading texts that probe the social and ethical implications of State-sponsored violence. Issues to be explored include militarism and the development of nationalism; genocide and the national community; torture, truth and testimony; and the notion of 'civilization.' We will read one or two key precursors and a variety of 19th century texts that may include works by Juan Francisco Manzano, Esteban Echeverría, Ricardo Palma, Rosa Guerra, Dorotea Duprat de Lassere and Juan Crisóstomo Centurión, and Lucio V. Mansilla. In addition, we will read a few contemporary texts, written in the aftermath of the late-20th century dictatorships in the Southern Cone, that actively reflect on the long history of State-sponsored violence in Latin America (Ricardo Piglia, Diamela Eltit, Augusto Roa Bastos). Students will work in trios throughout the semester,

each group meeting with the instructor once a week. Each week one of the students will present a 5-page paper on the assigned reading and one will be designated the official respondent, whose job is to lead a discussion of the paper. The third member of the group will turn in a revision of the previous week's paper. Prerequisites: one 200-level RLSP course or permission of instructor. Heritage learners, international students and second-language learners are all heartily welcome. Conducted in Spanish.

**Class Format:** Conducted in Spanish.

**Requirements/Evaluation:** Each student will write and revise a minimum of three five-page papers during the course of the semester. Students will be evaluated on the basis of their preparation for each tutorial meeting as evidenced by the quality and frequency of their engagement with the material, including their classmates' written work. Essays will be graded after they have been revised and submitted to the professor.

**Prerequisites:** Any 200-level Spanish course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Priority given to Spanish majors.

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will practice writing throughout the semester, and will receive abundant feedback on their written work from their tutorial partners and the instructor. We are altering the tutorial format from the standard duos to trios of students, so that students will have ample opportunity to revise their written work.

**Difference, Power, and Equity Notes:** This course focuses on issues of diversity, power and privilege within the internal and regional constitution of Latin American countries. We will read with an awareness of some of the ways that differences of race, class, nationality and gender may be mobilized in times of conflict, and consider how the collective narratives that are constructed and imposed in the aftermath tend to deal with those conflicts.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 264 (S) Outcasts of the Lettered City: Nation-Building and the Margins in 19th Century Latin America (DPE) (WS)**

Bandits, vagabonds, runaway slaves, and unruly women. Defeated soldiers. Afro-Colombian rivermen. Indigenous Americans and their white captives. Latin American cultural production of the 19th century is conventionally studied in terms of the urban intellectuals' projects of nation-formation in the aftermath of the long struggle for independence from Spain. This course examines that process from the outside, considering instead a series of literary and other writings that represent the marginalized others of the desired nation-state, the women and men, many of them Afro-descended, Indigenous and mixed race, who found themselves excluded from the new national community--or who preferred a life on the pampas, deep in the jungle, or somewhere else outside the confines of bourgeois society. Primary readings will be selected from among the following: Simón Rodríguez, *American Societies in 1828*, Juan Francisco Manzano, *Autobiography of a Slave*; Domingo F. Sarmiento, *Facundo. Civilization and Barbarism in the Argentine Republic*; José Hernández, *Martín Fierro*; Flora Tristán, *Peregrinations of a Pariah*; Juan Crisóstomo Centurión, *Viaje nocturno*, Federico Gamboa, *Santa*; Candelario Obeso, *Popular Songs of My Land*; Cirilo Villaverde, *Cecilia Valdés*, Lucio V. Mansilla, *Excursion to the Ranquel Indians*. We will also read a number of critical essays by leading scholars in the field of 19th century Latin American literature.

**Requirements/Evaluation:** Students will write and revise approximately 20 double-spaced pages, in Spanish, over the course of the semester. Students will also prepare 10-15 minutes responses to their classmates' work. We will read 100-150 pages of Spanish prose each week and well as critical essays, which will often be in English.

**Prerequisites:** Any 200-level course with an RLSP prefix or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors and potential Spanish majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course is conducted as a tutorial. The number of students in each unit (pairs or triplets) depends on how many students enroll, but whatever our structure turns out to be, each student can anticipate multiple opportunities to write and revise their individual essays in response to feedback from their classmate and professor, as well as to serve as the respondent offering feedback on other students' work. Thus we emphasize editing and revision as essential parts of the writing process.

**Difference, Power, and Equity Notes:** This course examines structures of exclusion in 19th century Latin America -- the reproduction and

perpetuation of socio-economic and institutional structures based on racial, gendered and class-based hierarchies established during the colonial era -- and the spaces that historical individuals have been able to occupy within and around them.

Not offered current academic year

### **RLSP 280 (S) From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production (WS)**

In 2017, the National Institute of Statistics in Mexico (INEGI) used for the first time a color palette to measure individuals' skin tone. The study showed that "Mexicans who were classified by the interviewers as having darker skin tones tend to have lower levels of education and are worse off economically than their lighter-skinned counterparts" (Zizumbo and Flores, 2017). Raising controversy among those who would like to think of Mexico as a post-racial nation and those who recognize social inequality and discrimination on the basis of skin tone, the debate resonates in the way Mexican citizenship and cultural identity are both represented in mainstream media, even with the intention of showing diversity. The prevalent whitewashing dominating mass media in Mexico extends from advertisements to films, promoting an image of wealth and education intrinsically related to not only skin tone but also with race/ethnic positionality and gender. This course will explore the representation of these variables and their intersections through the analysis of photography, films, novels, paintings, reality shows, telenovelas, advertising campaigns, and music videos. In addition, we will take into account questions of representation, agency, and visibility addressed by cultural producers from pueblos originarios who do not consider themselves Mexican citizens. This class will be conducted in Spanish.

**Requirements/Evaluation:** essays, oral presentation, participation

**Prerequisites:** RLSP 105, placement exam results, permission from the instructor or the Department Chair

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish major

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly short (less than 1000 words) papers, alternatively letter-graded and graded P/F; at least three letter-graded papers will be revisions of a P/F paper; and final 5 pages long paper, which is a revision and expansion of the last weekly paper.

**Attributes:** FMST Related Courses GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 301 (S) Cervantes' "Don Quijote"**

We will devote the semester to the study of one novel: Miguel de Cervantes' *Don Quijote*, published in the early part of the 17th century. We will try to understand the reasons for the novel's immense and ongoing influence. We will study Cervantes' handling of issues that continue to have relevance to our lives today: relationships, the role of fiction in life, the shapes of mental illness, how we show people who we think we are, how our governments, families and friends decide who we are, the fun and annoyance of going on a road trip with someone, the meaning of justice, and the meaning of storytelling, to name a few. In the process, we will set things in context to understand what was going on in Cervantes' world. Finally, we will find that even an entire semester was not enough to engage fully with this extraordinary work. *Conducted in English using a contemporary translation.*

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation; two to three short projects and one final research project

**Prerequisites:** any 200-level RLSP or Comp lit or English course at Williams

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish majors and Comp Lit majors and Engl majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

SEM Section: 01 MWF 9:00 am - 9:50 am Leyla Rouhi

### **RLSP 303 (S) Cervantes' "Don Quijote"**

A close study, in Spanish, of one of the most influential and early European novels. *Don Quijote* by Miguel de Cervantes (1547-1616 C.E) was a hit in its day in the seventeenth century, and has not ceased to influence artists and thinkers since. Moving between humorous and serious tones, Cervantes takes on several issues in the *Quijote*: the point of fiction in real life, the complications of relationships between men and women, the meaning of madness, the experience of religious co-existence, the shapes of friendship, and the task of literary criticism, just to name a few. We will read the book in a fine unabridged edition, and set it in several relevant contexts to better understand its original intellectual horizon as well as the reasons for its continuing relevance.

**Class Format:** discussion conducted in Spanish

**Requirements/Evaluation:** active participation, two short papers, and a final project in close consultation with the instructor

**Prerequisites:** any RLSP 200-level literature class taken at Williams, or permission of the instructor

**Enrollment Limit:** none

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this course fulfills one of the requirements for the Spanish major

**Distributions:** (D1)

Not offered current academic year

### **RLSP 307 (F) The Short Stories of Miguel de Cervantes**

We will conduct a close study of the collection of short stories known as *Las novelas ejemplares* written by Miguel de Cervantes (1547-1616 CE). The stories, though not as famous as *Don Quijote*, are as innovative and dynamic as the author's best-known novel. We will set them in the context of the political and artistic landscape of Spain in the early part of the 17th century to better understand their nature and function. In particular, we will pay attention to how social and individual identities are shaped in the stories, and the ways in which our own assumptions about identity work alongside those of these texts.

**Class Format:** Conducted in Spanish.

**Requirements/Evaluation:** Regular attendance and active participation; two short essays or four reaction papers; one final project of 8-10 pages or the equivalent in close consultation with the instructor.

**Prerequisites:** Any RLSP 200-level class taken at Williams, or results of the placement test, or permission of instructor.

**Enrollment Limit:** 18

**Enrollment Preferences:** Preference given to Spanish and COMP majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 308 (S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century (DPE) (WS)**

This course will focus on major works of Spanish American literature from 1492 through the first part of the 19th century. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, and indigenous annals, as well as poetry and drama. While many of the texts will focus on colonial Mexico, we will also study texts from Central and South America. We will focus on the historical contexts and formal aspects of these works, and study methods of textual analysis that are particularly relevant to these texts via selected critical readings. Special attention will be given to colonial encounters and the clash of cultures that produced new identities and textualities under Spanish colonial rule. The course meets twice per week. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze and understand a diversity of Spanish-American colonial texts from the 16th century to the early 19th century.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 319 (S) Dictatorship and the Latin-American Novel (DPE)**

Military dictatorship is among the most crucial factors in Latin-American society and history, and some of the continent's leading novelists have taken it upon themselves to depict the experience in their work. In this course we will examine both the fact of dictatorship itself and the diverse representation thereof in Spanish-American fiction. Novels by García Márquez, Vargas Llosa, Poniatowska, and Tomas Eloy Martínez will be closely studied.

Students will also read *Absalom! Absalom!* by Faulkner, whose influence on Latin-American authors' techniques of representation has been decisive and profound.

**Class Format:** In-person.

**Requirements/Evaluation:** three 8-page papers, response journals, an oral report, a final 3-page paper, and class participation

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Spanish majors, Latina/o Studies concentrators

**Expected Class Size:** 5-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course focuses on the ultimate sort of power--namely, military dictatorship. And it focuses on the historical fact of such a phenomenon within the U.S. political sphere of influence--Latin America. To study dictatorship and its depiction in literature is a means of understanding the nature of that power imbalance and of taking a first step toward some sense of equity.

**Attributes:** GBST Latin American Studies Electives

Not offered current academic year

### **RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima," (DPE) (WS)**

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

### **RLSP 388 (S) La Regenta: Masculinity in Crisis in Nineteenth-Century Spain**

This seminar is an in-depth study of arguably the most remarkable Spanish novel of the nineteenth century: *La Regenta* (1885) by Leopoldo Alas (alias Clarín, 1852-1901). We will spend the semester living with the most eccentric, repressed, confused, sometimes arrogant, and sometimes humble inhabitants of the fictional city of Vetusta (based on the real city of Oviedo) and immerse ourselves in Spanish history and culture through a story of adultery. In the grand tradition of nineteenth-century novels about fallen women, *La Regenta* in fact reveals the seamy underside of society, the profound anxieties of masculinity and identity formation, as well as where our biases and assumptions about both successful and failed relationships come from today.

**Requirements/Evaluation:** Active and meaningful participation, short assignments, one final project.

**Prerequisites:** Any Spanish 200-level class taken at Williams, or results of the Williams Placement Test, or permission of Instructor.

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish and Comparative Literature Majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **RLSP 401 (F) Climate Changes (Latin America): Aesthetics, Politics, Science**

**Cross-listings:** RLSP 401 ENVI 301

Primary Cross-listing

In her 2007 book, *In Catastrophic Times: Resisting the Coming Barbarism*, philosopher Isabelle Stengers offers a chilling observation: "we are more badly equipped than ever for putting to work the solutions defined as necessary" to avoid the most devastating effects of global warming--the extinction of 25 to 75% of existing species; an increase in sea levels that will drown island nations and coastal cities; the breakdown of agricultural systems, leading to widespread famine; and the recurrence of powerful hurricanes and other so-called "natural" disasters. All of this, as Stengers and others point out, will create human upheaval, conflict and suffering on an unprecedented scale. This senior seminar examines works of literature, art and film that Latin Americans have produced in response to the catastrophic times in which we live. We will discuss the political, economic, and cultural histories that have led to our present moment, including neoliberalism, dictatorship, and the rise and fall of the leftwing Pink Tide. Through works of new and experimental fiction, poetry, film, performance and visual art, we will consider the lives and work of environmental activists, including Berta Cáceres and others who were murdered because of their outspoken opposition to extractive capitalism, examine the struggle for the decolonization of environmental knowledge, an epistemological battle increasingly waged on behalf of all living things, and experience the politics of mourning for the hundreds of thousands of life-forms disappearing from the planet. Cultural texts to be explored throughout the semester may include: *La vorágine* (José Eustasio Rivera, Colombia, 1924); *Distancia de rescate* (Samanta Schweblin, Argentina, 2014); *Lo que sueño Sebastián* (Rodrigo Rey Rosa, Guatemala, 1995); *Serras da desordem* (Andrea Tonacci, Brazil, 2006); *Boi Neón* (Gabriel Mascaro, Brazil, 2015); *American Fork* (George Handley, USA, 2018).

**Requirements/Evaluation:** rigorous preparation and participation in class discussions, oral presentations and discussion-leading, response papers, one 5- to 7-page paper and one 15- to 20-page paper

**Prerequisites:** one 300-level course in the department, evidence of a successful direct-enroll experience at a local university in Latin America or Spain, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** senior Spanish majors; after that, priority will be given to ENVI majors with a strong command of Spanish

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** this is the senior seminar required for all Spanish majors

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 401 (D1) ENVI 301 (D1)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

#### **RLSP 404 (F) Spain's Tale of Two Cities:Madrid and Barcelona (DPE)**

The ancient rivalries between Madrid and Barcelona may be best known because of their internationally watched soccer teams, but there's much more to the story than meets the eye in a stadium. Barcelona, immortalized for world audiences in George Orwell's classic *Homage to Catalonia*(1938), has a complicated political and cultural history. Catalans have a fascinating and unique culture and language. Their identity has often been cause for political unrest in their relationship with the rest of Spain, and even amongst Catalans themselves. In recent years, tensions with Spain's capital, Madrid, home to the central government and the Royal family, have filled headlines and divided politicians and even families. In this senior seminar we will focus on these two cities in their own right, and explore the counterpoints between them. We will consider the historical roots of lesser known aspects of Catalan culture and identity in order to tease out some of the myriad perspectives that are at play in Spain today. Materials will come from many different media: historical pieces, music, art and architecture, classic novels and films, recent fiction and essays by second generation authors who have been raised by immigrant parents in both cities, and media pieces. We will also invite cultural observers and players to be guest speakers and help us stay up to date as we follow this ever evolving relationship that keeps journalists and politicians on tenterhooks.

**Requirements/Evaluation:** This course will be conducted entirely in Spanish. Students will be expected to participate actively in weekly online classes. There will be two short writing assignments of 3-5 pp. Each student will prepare a presentation for one of our class meetings, and be a discussion leader for part of another meeting. Students will be expected to schedule office hours with me individually, and to work on an independent research project towards the end of the semester which will culminate in a final paper of 10-15 pp.

**Prerequisites:** Students should be seniors on the road to fulfilling their degree requirements for the Spanish major.

**Enrollment Limit:** 11

**Enrollment Preferences:** Senior Spanish Majors. This is the 20-21 Senior Seminar for the Spanish Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it compares two rival cities and the struggles for power between a majority (Spanish) and minority (Catalan) culture and language. We will also read texts by first generation authors for whom Spanish and Catalan are dominant but secondary languages and cultures. The syllabus seeks to offer a multiplicity of perspectives in order to help students critically engage with centuries-old patterns of difference and exclusion.

Not offered current academic year

#### **RLSP 405 (F) Alternative American Literatures: From the Indigenous Chronicle to the Latin American & Chic. Novel (DPE) (WS)**

Do the Americas have a common literature? If so, is it possible to trace their roots and continuity from the colonial era to the present? Literary critic Martin Lienhard suggests that it is indeed possible to trace the origin of a literature common to Latin America from the colonial era and into present by focusing on what he calls "alternative literatures"--literatures that relativize the importance of Europeanized and Creole literatures and valorize the richness of oral traditions in the Americas. Such literatures, he asserts, are closely tied to marginalized sectors of society. In this course, we will take Lienhard's concept of "alternative literatures" as a point of departure to pursue our own examinations of how these "alternative literatures" are

constituted. While the primary aim of this course is to focus on the writings of Latin American authors, we will end by exploring the relationship between "alternative" Latin American literatures and Chicana/o/x literatures. Readings will include narrative texts such as *Cartas de relación*, chronicles of conquest, religious texts, indigenous annals, poetry, and drama, as well as contemporary Latin American and Chicana/o/x novels.

**Requirements/Evaluation:** Four essays, class presentations, active participation, and regular attendance required

**Prerequisites:** any 300-level RLSP course or permission of instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Senior Spanish Majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4-6 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight intellectual production of indigenous peoples of the Americas under Spanish colonial rule as well as the writings of more contemporary minority authors of Latin America. It will explore the new identities and textualities that emerge as a result of the encounter and subsequent conquest of the Americas. As such, students will gain critical skills to analyze a diversity of Spanish-American colonial texts from the 16th century as well as more contemporary narrative texts.

Not offered current academic year

#### **RLSP 407 (F) Gender, Race and Nature: Ecocritical Examinations of Latin American Culture (DPE)**

This senior seminar brings an ecocritical focus to the study of Latin American cultural production. We are particularly interested in works of literature and other kinds of cultural texts that critique, subvert, or transcend conventionally Eurocentric and patriarchal conceptualizations of the human and its relation to non-human being. Rhetorical tropes linked to extractivist economic practices and their alternatives will be identified and analyzed over the course of the semester as we sample a wide range of literary and non-literary texts (poetry, narrative prose, essay, film, painting, woodcuts, music, digital media) produced throughout the 20th and 21st centuries. We will also read and discuss writings by leading ecocritics and decolonial theorists including Silvia Rivera Cusicanqui, Eduardo Gudynas, Mary Louise Pratt, Walter Mignolo, and more.

**Requirements/Evaluation:** Thorough preparation and active class participation, discussion-leading, one 5-7 page paper and one 15-20 page paper as well as a paper proposal, abstract, bibliography, and draft.

**Prerequisites:** Study abroad, one or more RLSP courses at the 200+ level, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Senior Spanish majors, then other interested students.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course brings decolonial theory and ecocriticism together in an approach to Latin American cultural production.

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Jennifer L. French

#### **RLSP 493 (F) Senior Thesis: Spanish**

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Leyla Rouhi

**RLSP 494 (S) Senior Thesis: Spanish**

Spanish senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

HON Section: 01 TBA Leyla Rouhi

**RLSP 497 (F) Independent Study: Spanish**

Spanish independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Leyla Rouhi

**RLSP 498 (S) Independent Study: Spanish**

Spanish independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Leyla Rouhi

**Winter Study -----**

**RLSP 30 (W) Honors Essay: Spanish**

To be taken by candidates for honors other than by thesis route.

**Class Format:** honors essay

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLSP 31 (W) Senior Thesis: Spanish**

To be taken by students registered for Spanish 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Leyla Rouhi

**RLSP 88 (W) Spanish Sustaining Program**

Students registered for RLSP 101-102 are required to attend and pass the Spanish Sustaining Program. However, students are also required to register for a regular Winter Study course. Once the regular Winter Study registration process is complete, the Registrar's Office will automatically enroll you in the Sustaining Program--check your class schedule to confirm enrollment.

**Grading:** pass/fail option only

Winter 2023

LAB Section: 01 TWF 9:00 am - 9:50 am Gabriel Gonzalo Fernández, Anamaria Pla-Avalo, Emma Gonzalez Martinez, Leyla Rouhi

**RLSP 99 (W) Independent Study: Spanish**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Leyla Rouhi

## THEATRE (Div I)

Chair: Professor Omar Sangare

- Robert E. Baker-White, Professor of Theatre
- Sean Devare, Arthur Levitt, Jr. '52 Artist-in-Residence
- Amy S. Holzapfel, Professor of Theatre; on leave Fall 2022
- James L. Pethica, Senior Lecturer in English and Theatre; affiliated with: English, Theatre; on leave Spring 2023
- Shanti Pillai, Assistant Professor of Theatre
- Barbara Samuels, Visiting Assistant Professor of Theatre
- Omar A. Sangare, Chairperson and Professor of Theatre

The Department of Theatre is committed to the merging of embodied practice and scholarship in the fields of theatre and performance studies. The curriculum is dedicated to the study, practice, appreciation, and interpretation of theatre, performance, and other time-based arts. The major in Theatre emphasizes the collaborative nature of the theatre and performance making by drawing upon courses offered by faculty of the Language, Literature, Music, and Art Departments. Although students will be equipped to proceed to graduate and professional schools in theatre, the major is primarily directed toward those interested in studying theatre and performance as artistic phenomenon and as interpretive tools. Because a deep understanding of theatre requires training and experience with the synthesis on stage, the major includes curricular study of production and performance, as well as continued participation in departmental stage production.

The production arm of the Department of Theatre operates under the supervision of the departmental faculty. Major departmental productions as well as laboratory and experimental productions of all kinds are mounted on the new stages of the '62 Center for Theatre and Dance. Participation in acting or technical work is open to all members of the Williams College community. Students majoring in Theatre will be asked to consult regularly with departmental advisors in devising the sequence of courses and production participation that will constitute their major.

### MAJOR

**The Major in Theatre consists of nine courses, including the following:**

Theatre 101 The Art of Playing: An Introduction to Theatre and Performance

Theatre 201 Worldbuilding: Staging and Design For The Theater

Theatre 301 Embodied Archives: Global Theatre & Performance Histories

Theatre 406 Practicing Theory: Senior Seminar

Five additional elective courses must be taken from the department's other offerings (including courses cross-listed with Theatre). Two of the five electives must be taken at the 200-level or higher by the end of the student's junior year, and an additional two of the five must be taken at the 300-level or higher by the time of graduation. Substitutions of other Williams' courses, or of Study Abroad courses, may be made only with the consent of the department Chair. Students should consult with the department Chair regularly in planning a balance of practice and scholarship in their elective choices and in mapping a route through the major.

### Production Requirement for the Theatre Major:

All majors in Theatre are required to participate in a *minimum of four* department productions. Participation in at least *one* of these four must be in stage management. Assignment to productions in stage management must be made in consultation with the department Chair. Students participating in a production will be enrolled in THEA 290-299: Theatre Department Production as a partial-credit, fifth course, admitted by permission of the department Chair and evaluated on a Pass/Fail basis only. Students remaining in the course beyond the sixth week of the start of a term will be graded by the instructor. Enrollment is by audition or appointment within the Theatre department. Students who do not wish to enroll for credit will be given the opportunity by the department to be removed from the course. Rehearsals for productions are scheduled TBA, based on the availability of the ensemble, and do not conflict with other academic commitments, such as evening courses or evening exams. The department normally produces three productions per academic year. Students may enroll in multiple productions in the same semester and may repeat a production course by permission of the department Chair. *For each departmental production they participate in, a student will receive a partial credit of .5 on their College transcript. Production credits do not accrue, nor do they count towards a student's 32 required course credits for graduation.*

### THE DEGREE WITH HONORS IN THEATRE

Candidates for Honors will apply for admission through the submission of a portfolio to the Department Chair by February of their junior year, as well as a description of their proposed project. The project description is a written essay of approximately 750-1000 words that describes in detail the nature, goals, methodology and approximate budget, if applicable, of the proposed course of study to be undertaken in the pursuit of Honors. When developing their project proposal, candidates are encouraged to familiarize themselves with successful past Honors projects from materials provided by the Department. The portfolio will be comprised of four parts:

The first part will include a list of the courses students have taken relevant to their work towards the major. This list will include courses offered by the Theatre Department, but may also include classes taken in other Departments. Students should also list and describe relevant independent studies and production credits.

The second part of the portfolio will include a selection of materials developed for these courses and productions listed in Part 1. The selection should include at least three papers or samples of other written work, and might also include design projects, director's notebooks, studio art projects, actor's journals or other forms of documentation of the candidate's work. For students who have taken a semester away, it is particularly important that they provide the Department with a detailed picture of their activities while studying off-campus. Course descriptions and syllabi should be submitted in addition to a list of courses taken and activities performed.

The third part of the portfolio is an annotated bibliography of approximately twelve dramatic or critical texts the student has read, and that the student feels have had particular relevance in their Theatre education to date. Annotations should be based upon a particular angle of engagement with the text, that reflects the area or areas that the student has chosen to emphasize in their theatrical training. For instance, one might choose to write from the point of view of an actor, a designer, a director, a playwright, or a dramaturg. Generally, annotations should be one or two paragraphs long.

The portfolio should conclude with a retrospective essay that reflects on the materials that are being submitted. Students should look for connections between the various aspects of their work, state any theoretical positions that they have come to embrace, assess their strengths and weaknesses, and discuss their educational goals for their work with the Department during their Senior year.

The portfolio will be examined alongside the student's record and their project description; a determination will then be made as to admission into the Honors program. Students intending to apply for Honors should meet with the Department Chair or designated Honors Coordinator by the end of the fall semester of their junior year. Once a student is admitted to the Honors program, the department Chair will assign an Honors Project Advisor, who will work with the student to specify a timeline and work program for the completion of the Honors Project. At a minimum, this will entail enrollment in Theatre 493 or 494, plus W32, plus one other course offered either within the department or elsewhere that the candidate and thesis advisor designate as contributing specifically to the overall goals of the honors work. This honors elective may not fulfill any other portion of the Theatre Major, or any other major the student may be pursuing. All honors candidates will present their completed projects to the Department Honors Committee for evaluation.

## **STUDY ABROAD**

The Theatre Department attempts to work individually with majors and prospective majors who desire to study abroad. In general, with careful planning it is usually quite easy for students to complete the major in Theatre if they study abroad for one semester of their junior year. For those wishing to study abroad for more than one semester of junior year, a more complicated situation may arise, but one that can often be successfully managed through close consultation with the department chair. Students are encouraged to consult with the chair early in their Williams careers if they anticipate a combination of Theatre major and study abroad.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in many cases, though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus, including readings/assignments.

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

## **THE NATIONAL THEATRE INSTITUTE**

The Department of Theatre is affiliated with the National Theatre Institute, which offers additional theatre study through its resident semester program. The Institute is fully accredited by Connecticut College and is a member of the Twelve-College Exchange. Limited numbers of Williams students can therefore be selected to take a full semester of intensive theatre study at the NTI, located at the Eugene O'Neill Memorial Theatre Centre in Waterford, Connecticut. During the semester, students from participating colleges live and work as members of a theatre company gaining experience with professional theatre artists in a workshop environment. Early application is essential.

## **THEA 100 (S) ADAPTING TO THE LANGUAGE OF THE CAMERA**

The course will focus on the creation of screen character and introducing different acting techniques. By means of improvisation, concentration exercises and games, the class will attempt to create a common film vocabulary and understanding through effective analysis of the recorded on-camera scenes. The course will culminate in the presentation of scenes from classical and contemporary film or television. In addition, the students will research one of the masters of the cinema movies -- for example, Charlie Chaplin, Orson Welles, Alfred Hitchcock, Ingmar Bergman, Akira Kurosawa, Federico Fellini, Kathryn Bigelow, Francis Ford Coppola, Spike Lee, Darren Aronofsky, etc. The student will give a brief oral report and write a one to three page paper.

**Requirements/Evaluation:** The course requires active participation by students in all physical and vocal exercises, rehearsals, concentration exercises, class discussion, oral reports and prepared showings. Therefore, attendance is mandatory in both the Research and Writing Section and the Acting Workshop.

**Prerequisites:** OPEN TO ALL STUDENTS

**Enrollment Limit:** 12

**Enrollment Preferences:** INTEND TO MAJOR IN THEATER

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

## **THEA 101 (F) The Art of Playing: An Introduction to Theatre and Performance**

**Cross-listings:** THEA 101 COMP 151 GBST 116

Primary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

**Requirements/Evaluation:** two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** prospective Theatre majors or Theatre majors or Comparative Literature majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 101 (D1) COMP 151 (D1) GBST 116 (D2)

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Shanti Pillai

SEM Section: 02 TR 11:20 am - 12:35 pm Shanti Pillai

### **THEA 103 (F)(S) Acting: Fundamentals**

In this course students will examine the power of public presence through theory and practice while expanding their talents, sensitivity, and imagination, and will increase their self-awareness, confidence, creativity, and other skills that are useful in social situations, public speaking, theatre performances, and virtual interactions.

**Requirements/Evaluation:** committed participation in class, preparation and performance of assigned material, and some modest written assignments

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to students beyond their first semester at the college.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

STU Section: 01 M 7:00 pm - 9:40 pm Omar A. Sangare

Spring 2023

STU Section: 01 M 7:00 pm - 9:40 pm Omar A. Sangare

### **THEA 104 (F) Greek Literature: Performance, Conflict, Desire**

**Cross-listings:** CLAS 101 COMP 101 THEA 104

#### **Secondary Cross-listing**

In the *Iliad*, Paris' desire for the famously beautiful Helen leads to the Trojan War, the devastating conflict between the Trojans and the Greeks retold and reimagined time and again in ancient Greek literature. The stories of Troy and its aftermath were performed not only as epic poems (as in the *Iliad* and the *Odyssey*), but also evoked by lyric song, dramatized on the tragic stage, and recounted in oratory. Beginning with the Homeric epics, this course explores the recurring and ever-shifting debates, longings, hostilities, and aspirations that drive Greek literature and shape its reception, paying special attention to questions of performance context and audience. We will consider, for example, how the competitive and erotically-charged environment of the Greek symposium is crucial for understanding both Sappho's songs and the philosophical dialogues of Plato and Xenophon. The nexus of performance, conflict, and desire will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identity, the workings of Athenian democracy, and the development of literary genres. This course will include readings from the works of, e.g., Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato, and assignments will incorporate interactive and experiential elements, such as recitations, staged readings, and debates. All readings are in translation.

**Requirements/Evaluation:** two medium-length essays, final exam, active participation, preparation for and participation in debates and staged readings (short writing assignments, in-class presentations).

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Classics majors, first years, sophomores

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 101 (D1) COMP 101 (D1) THEA 104 (D1)

Fall 2022

LEC Section: 01 MR 2:35 pm - 3:50 pm Sarah E. Olsen

### **THEA 150 (S) The Broadway Musical (DPE)**

**Cross-listings:** MUS 150 THEA 150

#### **Secondary Cross-listing**

Named for a specific road but enjoying a global impact, the Broadway musical has intersected with multiple styles and societal concerns over the past century. In this course, we explore the American musical theater's roots and relationship to opera, operetta, vaudeville, minstrelsy, and Tin Pan Alley. Traveling through the genre's history, we will encounter a wide range of musical styles, including ragtime, jazz, rock, and hip hop, and will explore several genre transformations, such as movies made into musicals and musicals into movies. We will develop a range of analytical skills as we investigate connections between choreography, lyrics, music, staging, and production. Throughout the semester, we will consider the genre's representations and reflections of ethnicity, race, sexuality, and class. The syllabus includes representative works by Gilbert and Sullivan, Cohan, Gershwin, Kern, Weill, Rodgers and Hammerstein, Lerner and Loewe, Bernstein, Sondheim, Lloyd Webber, and Miranda, with particular focus on such works as Showboat, Oklahoma!, Guys and Dolls, West Side Story, Hair, Rent, and Hamilton.

**Class Format:** discussion

**Requirements/Evaluation:** a midterm, a brief paper, an 8-page paper, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Expected Class Size:** 30

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 150 (D1) THEA 150 (D1)

**Difference, Power, and Equity Notes:** We will develop skills aimed at analyzing and interpreting how perceptions of race, gender, and class shaped, and were shaped by, Broadway. We will consider the extent to which, for example, blackface minstrelsy and ethnic-based humor persisted and how specific musicals aimed to engage with critical social and political issues throughout the genre's history. Musicals have played a major role in the contested and ongoing endeavor to define "America."

**Not offered current academic year**

### **THEA 201 (S) Worldbuilding: Design for the Theater**

**Cross-listings:** ARTS 201 THEA 201

#### **Primary Cross-listing**

This course examines designers' creative processes as they investigate a theatrical text and then dream-into-being the fictional worlds of a hypothetical production. Class will consist of several practical projects in multiple areas of design. We will practice a two-pronged technique in response to a text: developing a personal, intuitive creative response while simultaneously supporting all logistical requirements, resulting in an inventive yet dramaturgically sound design. Emphasis will be on folding this individual work process into a larger group collaboration by refining methods of communication, presentation, and group critique.

**Requirements/Evaluation:** Coursework is group class discussion and critiques, paired with several hands-on projects throughout the term.

**Prerequisites:** THEA 101 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** this course is a prerequisite for all upper-level design and directing courses; this course does not count toward the Art major

**Materials/Lab Fee:** \$125 for materials and copying charged to term bill

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 201 (D1) THEA 201 (D1)

Spring 2023

STU Section: 01 MW 11:00 am - 12:15 pm Barbara Samuels

LAB Section: 02 M 1:10 pm - 3:50 pm Barbara Samuels

### **THEA 203 (F) Why we put on Masks: Theory and Practice**

Masks disguise, protect, and transform. Masks have also been used for spiritual and theatrical purposes throughout the world. In these times masks are part of everyday conversations and lives. This course will survey masks thematically from current events, history, theory, theatre, and geographic locations. There will also be practical assignments in creating masks in various mediums such as recyclable materials, cloth, and paper mâché.

**Class Format:** Also studio -

**Requirements/Evaluation:** multiple mask making assignments, some physical theatrical exercises, short papers, short presentations, a final paper and presentation, committed participation and attendance, students will also be expected to partake in discussions

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** 75 lab fee

**Distributions:** (D1)

Not offered current academic year

### **THEA 205 (S) ACTING FOR THE CAMERA**

The course will focus on the creation of screen character and introducing different acting techniques. By means of improvisation, concentration exercises and games, the class will attempt to create a common film vocabulary and understanding through effective analysis of the recorded on-camera scenes. The course will culminate in the presentation of scenes from classical and contemporary film or television. In addition, the students will research one of the masters of the cinema movies -- for example, Charlie Chaplin, Orson Welles, Alfred Hitchcock, Ingmar Bergman, Akira Kurosawa, Federico Fellini, Kathryn Bigelow, Francis Ford Coppola, Spike Lee, Darren Aronofsky, etc. The student will give a brief oral report and write a one to three page paper.

**Requirements/Evaluation:** The course requires active participation by students in all physical and vocal exercises, rehearsals, concentration exercises, class discussion, oral reports and prepared showings. Therefore, attendance is mandatory in both the Research and Writing Section and the Acting Workshop.

**Prerequisites:** OPEN TO ALL STUDENTS

**Enrollment Limit:** 12

**Enrollment Preferences:** SOPHOMORES, JUNIORS, SENIORS, MAJORS

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 206 (S) Directing for the Stage**

An introduction to the resources available to the Stage Director for translating interpretive concepts into stageworthy physical realization. Kinetic and visual directorial controls, as well as textual implications and elements of dramatic structure, and strategies of working with actors and other collaborators will be studied in detail. Most assignments will involve hands-on directing projects presented in class for collective critique.

**Requirements/Evaluation:** committed participation in the preparation and performance of production exercises; there will be some written assignments

**Prerequisites:** Theatre 101 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors and prospective Theatre majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

STU Section: 01 T 1:10 pm - 3:50 pm Robert E. Baker-White

### **THEA 209 (S) Realism: Scene Study**

A studio in the acting, craft, and performance of realism. How do we perform in the present moment? How do we act with purpose and intention? What makes something look and feel like it is happening for the first time? When might acting require us to do *less* rather than more? In this studio, we will explore tools and methods used by actors to tell truthful stories and convey the close imitation of reality on stage. Beginning with basic techniques and exercises, we will move into more advanced scene studies based on short scenes from works by contemporary U.S. playwrights, including: Branden Jacobs-Jenkins, Bess Wohl, Amy Herzog, Annie Baker, Dominique Morisseau, Eboni Booth, Quiara Alegría Hudes, Jackie Sibblies Drury, Lauren Yee, Mona Mansour, Martyna Majok, Taylor Mac, and others. As a contribution to the class, students will conduct and share independent research on the genre of realism and its expression within various forms of time-based visual media, including theatre, film, TV, and social media. As a final project, students will perform two- or three-person scenes in front of an invited audience.

**Requirements/Evaluation:** weekly journal writing; active participation in class exercises and discussion; independent research and 15-minute group oral presentation; a midterm, off-book performance of a short scene; a final, off-book performance of a longer scene

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors, preference given to those who have taken Thea 101. Otherwise please contact instructor for permission.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 211 (S) Performing Greece**

**Cross-listings:** CLAS 211 COMP 248 THEA 211

**Secondary Cross-listing**

Modern readers often encounter Homer, Sappho, Sophocles, and the Greek orators through written texts, yet their first ancient audiences experienced the words of these authors not in silence and solitude, but in live performance contexts. This course, therefore, will take up performance as a critical lens for interpreting ancient Greek literature, situating these works within a rich culture of song, dance, speech, and debate. We will survey the evidence for the musical, visual, and embodied aspects of Greek literature, and also reflect on the rewards and limits of enlivening the ancient world through the reconstruction and re-imagining of its performative dimensions. Our attention to performance will give us a distinct perspective on many important topics within the study of Greek culture, including the construction of personal and collective identities, the workings of Athenian democracy,

and the development of literary genres, and it will also enable us to consider the reception and reperformance of Greek myth and literature from new angles. All readings are in translation.

**Requirements/Evaluation:** active participation in class, short essays/projects (2-5 pages each, 5 total, including a longer final essay/project)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students and sophomores and majors in Classics, Comparative Literature, and Theatre

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 211 (D1) COMP 248 (D1) THEA 211 (D1)

Not offered current academic year

### **THEA 214 (S) Writing for Stage and Screen**

**Cross-listings:** THEA 214 ENGL 214

Primary Cross-listing

This studio/workshop course is designed for students interested in a semester-long immersion in the practice of dramatic writing for theater, film, television and audio. Students should expect to write most days. Our focus will be on the fundamentals of story, and the cultivation of each writer's individual voice. In addition to reading existing dramatic texts of various genres and forms, and completing weekly prompts and exercises exploring character, dialogue, structure, theme, conflict and world building, students will work toward a longer final project. Students will present their own work regularly, and respond to each other's work. The course will culminate in a staged reading of excerpts for the campus community.

**Requirements/Evaluation:** a daily journal; weekly writing exercises; peer responses; a ten-minute piece; a final 20-30 minute piece; attendance and class participation

**Prerequisites:** students are asked to submit a brief statement describing their interest and any past experience (if applicable) in writing for the stage and/or screen

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre and English majors; Comparative Literature majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 214 (D1) ENGL 214 (D1)

**Attributes:** FMST Related Courses

Not offered current academic year

### **THEA 215 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

**Class Format:** community-based field work

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

**THEA 216 (S) Asian/American Identities in Motion** (DPE)

**Cross-listings:** ASIA 216 GBST 214 ASST 214 THEA 216 AMST 213 ASIA 214 DANC 216

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including South-Asian) communities are cultivated, expressed, and contested. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 216 (D1) GBST 214 (D2) ASST 214 (D1) THEA 216 (D1) AMST 213 (D1) ASIA 214 (D1) DANC 216 (D1)

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance performances and practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Not offered current academic year

**THEA 218 (F) Ritual, Pattern and Intuition: writing and devising for performance**

Together, we will (re)discover alternative forms of writing and devising plays, to question the gender, racial and heteronormative bias in contemporary western narratology. In this class you will build and expand your dramaturgical toolbox to thoughtfully understand and engage with new plays, you'll explore your own individual artistic voice and process through creative experiments and generative writing exercises, and finally, you'll write/create a new performance project to be workshopped throughout the semester, culminating in a final presentation. This is a process driven class in which we will interrogate our existing habits and thought patterns to intuitively embrace new narrative structures. Through ritual, pattern and alternative forms of dramaturgy, we'll explore new ways to generate and organize content. We'll develop new work through weekly writing exercises and creative

processes stimulated by design elements and influences from artists of other mediums. We'll critically consider and celebrate the work of artists existing outside of white heteropatriarchy. We'll collectively strategize non-hierarchical forms of the curation and presentation of performance.

**Requirements/Evaluation:** Weekly writing projects leading up to a longer final project, research and writing notebook compiled throughout the semester, peer responses; attendance and class participation

**Prerequisites:** Students are asked to write a personal statement about their experience with collaborative practice and include questions that they would desire to pursue in the course.

**Enrollment Limit:** 12

**Enrollment Preferences:** In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 220 (F) Greek Tragedy**

**Cross-listings:** CLAS 202 COMP 220 THEA 220

Secondary Cross-listing

Ancient Greek tragedy was a cultural phenomenon deeply embedded in its 5th-century Athenian context, yet it is also a dramatic form that resonates powerfully with 21st-century artists and audiences. This course examines tragedy on both levels. We will read such plays as Aeschylus' [Agamemnon], Sophocles' [Electra], and Euripides' [Medea] in English translation, considering their literary and dramatic features as well as their relationship to civic, social, and ritual contexts. We will discuss such topics as the construction of gender and identity on the dramatic stage, the engagement between tragedy and other literary genres, and the distinctive styles of the three major Athenian playwrights. We will also survey a set of recent productions and adaptations of these plays, with a particular focus on versions by women, people of color, and non-Western playwrights and producers. We will reflect on how a dramatic form largely produced by and for Athenian citizen men became a creative resource for a remarkably diverse range of 21st-century artists, and explore how modern productions offer fresh perspectives on ancient material.

**Requirements/Evaluation:** class participation, several essays, brief oral presentations

**Prerequisites:** none

**Enrollment Limit:** 35

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

CLAS 202 (D1) COMP 220 (D1) THEA 220 (D1)

Not offered current academic year

### **THEA 222 (S) Solo Performance**

In this tutorial, students will study the process of the creation of one-person performance pieces and will work individually or in collaboration to create original solo works. Each student will perform their own piece at the end of the semester in a final public performance. Students will learn about developing a general production concept and scenic vision, choosing or writing a script, building a character, designing (set, lighting, costume, and sound), publicity, and combining all aspects of theatrical craft to create a successful solo piece. Course time will be divided between class discussion and individual rehearsals with the instructor. Students interested in acting, directing, writing, producing, dramaturgy, design, stage management, and criticism are all welcome.

**Requirements/Evaluation:** creating a script, building a character, developing various aspects of design, performing a solo piece, and writing a self-evaluation at the end of the semester

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** to be determined by instructor

**Expected Class Size:** 4

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

**THEA 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** AMST 226 WGSS 226 THEA 226 DANC 226

**Secondary Cross-listing**

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226 (D1) WGSS 226 (D2) THEA 226 (D1) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Not offered current academic year

**THEA 228 (S) Performance Practices of Global Youth Cultures**

**Cross-listings:** GBST 228 THEA 228

**Primary Cross-listing**

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined "youth" by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

**Class Format:** reading and discussion

**Requirements/Evaluation:** includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors and juniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 228 (D2) THEA 228 (D1)

Not offered current academic year

### **THEA 229 (F) Modern Drama**

**Cross-listings:** THEA 229 ENGL 202 COMP 202

#### **Primary Cross-listing**

An introduction to major plays and key movements in European and American theatre since the late nineteenth century. Our focus will be on close reading, with attention also to questions of performance and production. Plays to be discussed will likely include: Ibsen, *Hedda Gabler*; Wilde, *The Importance of Being Earnest*; Chekhov, *The Cherry Orchard*; Pirandello, *Six Characters in Search of an Author*; Brecht, *Mother Courage*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; Hansberry, *A Raisin in the Sun*; Pinter, *Betrayal*; Churchill, *Cloud Nine*; Stoppard, *Arcadia*.

**Requirements/Evaluation:** Two 6-page papers; regular short responses and discussion board postings; and active participation in class discussions.

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is strongly recommended for any students majoring in Theatre.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 229 (D1) ENGL 202 (D1) COMP 202 (D1)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm James L. Pethica

### **THEA 230 Performance Practices of India (DPE)**

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

**Requirements/Evaluation:** Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as

vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

**Attributes:** GBST South + Southeast Asia Studies Electives

Not offered current academic year

### **THEA 233 (F) Theatre Masters: Become One of Them**

**Cross-listings:** THEA 233 ENGL 235

#### **Primary Cross-listing**

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

**Requirements/Evaluation:** Research, development, creativity, final performance.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 233 (D1) ENGL 235 (D1)

Not offered current academic year

### **THEA 246 (F) Asian American Performance: Activism and Aesthetics (DPE)**

**Cross-listings:** GBST 246 THEA 246 AMST 249

#### **Primary Cross-listing**

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists *do* politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

**Requirements/Evaluation:** two 5-page critical essays, reading responses, class presentations, and active discussion participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, juniors, and seniors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 246 (D1) THEA 246 (D1) AMST 249 (D2)

**Difference, Power, and Equity Notes:** Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach

projects of social justice.

Not offered current academic year

**THEA 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

**Primary Cross-listing**

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Héléne Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D1) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Not offered current academic year

**THEA 252 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Primary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one

student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

### **THEA 253 (F) Shakespeare alone/together: Interpretation and Performance of Soliloquies and Major Speeches**

Shakespeare alone/together: Interpretation and Performance of Soliloquies and Major Speeches Many of Shakespeare's most intricate and challenging theatrical moments are contained within speech acts performed by an actor alone. These include true soliloquies, where the performer literally occupies the stage by him- or herself, and major speeches, where, although addressing other present characters, that performer still must carry the dramatic action for a significant time on their own. In both circumstances of course, the actor is actually always in the company of others--the audience. Such virtuosic talking presents unique challenges and opportunities for the Shakespearean actor. This class will investigate these challenges in two registers. First, each student will perform a series of speeches from the Shakespeare canon, focusing on vocal and physical approaches to characterization, and exploration of various modes of delivery. Second, for each set of speeches, the entire class will read selections from the critical literature on the play in question, and students will then be asked to re-interpret their performative delivery based on insights from the scholarship. In-class critiques will accompany all performances.

**Requirements/Evaluation:** Evaluation will be based on weekly presentation of performance material; participation in in-class critique of peer performances; weekly readings as assigned; short analytical papers to accompany performance projects.

**Prerequisites:** Theatre 101 or one college-level acting class or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Theatre or English majors or prospective majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 254 (F) PHYSICAL VOICE & ACTING**

This course is an advanced acting class where students explore the integration of performance and vocal expression. Through the process of integrating voice work and physical acting methods, students develop the breath to support their play, availability, intention, and objectives. The goal is to inspire students to listen and respond with the whole body, to allow action to have voice at any moment, and for the voice to be fully supported by the body. It is an embodied practical class where we will explore the power of voice and its range: the quiet intimate voice, the sung and deep voice, and the dance of articulation via heightened contemporary texts. Overall the goal is to integrate intention and action via breath and voice. Time outside of class to develop a practice is required. Physical engagement, reading, writing, and spoken reflection are core components of the class. Students will also be lead in the process of examining and developing a decolonizing practice to do with our relationship to time and product.

**Class Format:** On Fridays students will work independently in small groups.

**Requirements/Evaluation:** Weekly one-page reflection papers, bi-weekly readings, in-class presentations of one short physical theatre solo, one monologue, and one scene. Evaluation will be based on attendance, level of engagement in all studio exercises, participation in class discussion about artistic process, and demonstration of growing vocal and physical articulation.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 14

**Enrollment Preferences:** Enrollment preferences will be theatre majors and prospective theatre majors.

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 255 (S) Performing Shakespeare**

This tutorial course will challenge students to interpret and perform characters and scenes from a considerable variety of Shakespeare's work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. Written assignments, explicating and contextualizing artistic choices, will accompany presentations. Over the course of the semester, assignments will ask students to grapple with particular challenges of Shakespeare's drama (including, for instance, the technical aspects of speaking the verse, and the accompanying challenge of performing in the Elizabethan tradition of "open space"). Other assignments will ask students to consider specific interpretive traditions (feminist, phenomenological, queer studies, post-modern) in preparing their work for presentation. Plays studied will include tragedies (*Macbeth*, *Anthony and Cleopatra*, *Othello*), comedies (*The Merchant of Venice*, *A Midsummer Night's Dream*, *Twelfth Night*), and histories (*Richard II*, *Richard III*); theorists assigned for additional readings may include Shirley Nelson Garner, Alan Sinfield, Harry Berger Jr., Arthur Little, Jr., Janet Adelman, William Worthen, Laurence Senelick, Bert States, and Stephen Greenblatt.

**Class Format:** in addition to weekly tutorial meetings, several group "lab" sessions will bring all course members together for larger collaborative work

**Requirements/Evaluation:** weekly performance presentations, weekly 3-page analytical papers, active participation in oral critique

**Prerequisites:** one college level acting class or significant comparable experience (permission of instructor)

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors, or those expressing possible interest in Theatre major

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 256 (S) The Expressive Body**

This course aims to allow students to develop the body's capacities for expression and reflect on the experience of movement. On one hand, we will enhance our potential as performers -- both in the rehearsal process and on stage. On the other, we will explore how training our corporeal intelligence can enrich our everyday lives. Studio sessions will seek to cultivate strength, endurance, flexibility, alignment, and balance so that we can gradually expand the body's range of safe possibilities as we begin to work with images, gesture, and emotions. Exercises will be drawn from a range of movement and theatrical techniques including yoga, Bharatanatyam, contemporary dance, Grotowski, butoh, and Schechner's Rasaboxes. Integral to our work will be consideration of the relationship between words, objects, and moving. Concurrently, we will read, write, and discuss some significant ideas about the consciousness of the body to expand our understandings of ourselves from various perspectives. The spirit of the class is one of bold investigation and refined observation in the context of supportive camaraderie as we all grapple with encountering the new, the surprising, and the wonderfully unexpected.

**Class Format:** includes both studio sessions and reading and discussion

**Requirements/Evaluation:** includes participation in studio exercises, in-class performance of monologues and group movement compositions, journal reflections, and two 2-page reading responses

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** seniors and juniors in the major

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 266 (S) Playwriting and Production: Exploration of Playwright as Theater Maker**

This course will examine the role of the playwright as collaborator in the new play production process with discussions of collaborative practice. Through writing exercises and critical response time in class we will focus on writing short plays that will culminate in a final presentation collaboratively produced by the class. Group work both during class time and outside hours will be necessary for facilitating full class critical response time and artistic process time with the plays. We will explore case studies of the production of new plays. A writing and research notebook will be a requirement for the class to encourage self-motivation skills as a theater maker outside of the classroom time. Writing and collaborative practice time will be supplemented with weekly reading or viewing assignments of new plays, critical theory, and research for discussions of structure and practice. Self-selected research readings, media, and art will be a large component of the course over the semester.

**Requirements/Evaluation:** weekly writing projects leading up to a longer final project, research and writing notebook compiled throughout the semester, peer responses; a short piece created with peers; attendance and class participation

**Prerequisites:** THEA 101 or permission from instructor; All students are asked to write a personal statement about their experience with collaborative practice and include questions that they would desire to pursue in the course.

**Enrollment Limit:** 12

**Enrollment Preferences:** In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Major.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 267 (S) Performance Studies: An Introduction (DPE)**

**Cross-listings:** DANC 267 WGSS 267 COMP 267 THEA 267

Secondary Cross-listing

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

Not offered current academic year

### **THEA 270 Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

In most academic work the point of analysis is to make sense, to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? How and when have strategies of nonsense, circular reasoning, linguistic obfuscation, and intentional theatrical absence been employed to disguise, or deflect attention from, specific didactic (even political) agendas? What role specifically does theatre, theatricality, or performativity play in the presentation of art that refuses understanding? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek, Richard Foreman). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Standard tutorial requirements; weekly paper or response paper from each member of the tutorial pair. Evaluation based on improvement in written expression and engaged contribution to weekly discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors and prospective majors.

**Expected Class Size:** 10

**Grading:**

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This tutorial will demand writing from each student each week (either a primary paper or a shorter response paper), and each student will receive regular, extensive feedback including a focus on strategies for successful persuasive argumentation.

Not offered current academic year

### **THEA 272 (S) Theatre & Environment: Site, Nature, Eco-performance, Utopia (DPE)**

**Cross-listings:** THEA 272 ENVI 271

Primary Cross-listing

What is theatre's relation to the environment, whether natural or social? How does the site, place, or ecology of a performance change its meaning and reception? What role can live performance play in grassroots campaigns for climate action or environmental justice? How can we use theatre to, in the words of adrienne maree brown, "practice, in every possible way, the world we want to see?" In this combined seminar/studio course, participants will work collaboratively to create a series of mini-performances based on four categories: site, nature/ecology, eco-performance, and utopia.

Acknowledging the deep inequities (racial, gendered, ethnic, class-based) that constitute *all* human and environmental interaction, we will work to understand how art's relationship to the environment is itself shaped by the historical legacies of empire and global capitalism. As a contribution to the work of the studio, each student will share independent research on an artist, activist movement, or collective of their choice, such as: Hito Steyerl, Ellie Ga, Marta Rosler, Joan Jonas, Paul Chan, Theaster Gates, Bread and Puppet, Punch Drunk, En Garde Arts, Artchoke Dance, Talking Birds, Extinction Rebellion, Greenpeace, and others. As a special project in the class, we will collaborate with The Zilkha Center to create performances that engage directly with topics relevant to the campus and surrounding community. This is a seminar and maker's course that invites students to create, develop, perform, and share their work with each other and, in some cases, public audiences.

**Class Format:** This is a maker-based studio and seminar course that requires deep collaboration on the creation, development, and performing of original works of live performance.

**Requirements/Evaluation:** Creation and presentation of a series of four mini-performance pieces; a 15-minute independent oral presentation on a chosen artist or collective; weekly journal writing; deep and active participation and collaboration.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** if overenrolled, preference will be given to Theatre majors and Environmental Studies majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 272 (D1) ENVI 271 (D1)

**Difference, Power, and Equity Notes:** This course interrogates the deep inequities, injustices (racial, gendered, ethnic, and class-based), and power relations that constitute all of humanity's relation with earth's environment, ecosystem, and ecology. Students will not only study artists and collectives engaged with the work of environmental justice, accountability, and action, they will also make such art themselves.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **THEA 274 Performing Utopia**

How is performance utopian by design? How do we perform utopias in our daily lives? This course examines the performative dimensions of utopia and the utopian aspirations of performance. According to Jill Dolan, performance can be a utopian prompt, a space and time to imagine new forms of sociality and ways of being in the world. Using a case-study model, we will consider how different modes of performance--theatre, dance, film, art, and, more recently, social media--have helped produce and sustain utopian socialities in and across shifting temporalities in the U.S. imaginary, including: the Shakers, Harmony, Oneida, Drop City, Soul City, The Farm, as well as recent "intentional communities" that envision "opting out" as a new way of inhabiting earth in the Anthropocene. Alongside such real-world examples, we will consider how performance itself has been theorized as a productively utopian (and also dystopian) realm by critics like Jill Dolan, Miranda Joseph, and Jose E. Muñoz, and artists and companies like Bread and Puppet, The Living Theatre, Rachel Rosenthal, Miguel Gutierrez, Guillermo Gómez-Peña, Faye Driscoll, Theaster Gates, Nick Cave, and Taylor Mac. As a way of gaining knowledge through embodied practice, students will work collaboratively each week to envision, create, and perform everyday "mini-utopias" that rise and fall ephemerally. Students will be required to attend a weekend field trip to The Shaker Museum in Hancock, MA, and may as well, when relevant, be asked to attend various live performances or exhibitions at local arts institutions throughout the term.

**Class Format:** This course will contain a studio component

**Requirements/Evaluation:** In-class writing and participation; collaborative, weekly creations of "mini-utopias"; a 6-8 page midterm paper based on independent, archival research; leading of a 10-minute in-class discussion; and a final, 15-minute collaborative performance, or other creative presentation, developed from case-study research and inclusive of an invited audience.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 12

**Grading:**

**Distributions:** (D1)

Not offered current academic year

### **THEA 275 (S) American Drama: Hidden Knowledge (WS)**

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (*The Adventures of Pinocchio*, Machiavelli's *The Prince*, Thomas Carlson's *Lying and Deception: Theory and Practice*, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from *American* drama about a national relationship to honesty and its opposites.

**Requirements/Evaluation:** weekly papers/response papers; weekly meeting with instructor and tutorial partner

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre and English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Weekly papers will prompt extensive commentary. The amount of writing in the course will be substantial and well spaced, followed by timely evaluation and suggestions for improvement. The course requires multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Student will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester.

**Attributes:** AMST Arts in Context Electives

Not offered current academic year

### **THEA 283 (F) The Actor-Creator: Introduction to Physical Theatre Tools**

**Cross-listings:** THEA 283 ARTS 383

#### **Primary Cross-listing**

This course is an introductory course to the Jacques Lecoq Pedagogy which was born in France and uses observation as a first creative tool. The body is at the heart of this pedagogy and we will have rigorous physical training in order to become more expressive, more precise, and more creative. Improvisation will be the key tool to learn and discover how to write theater on our feet. In the course, we will first observe life: spaces and people. What are the specifics of the different spaces that exist around us and how do they change the body that is in them? Then, we will look at the actor's body. How do you enhance its presence? What brings life to this body? How can we allow ourselves to start using the body as a creative tool that will be able to transform and write? We will next observe the body within the elements. What kind of character will come out of fire? Or of air? What happens when air meets fire? By letting the elements transform us we will find specificity in the character's physicality and relationships. Then we will look at painting, poetry, and music; How can we translate a poem on stage? How do words move? And colors? Is yellow's rhythm the same as brown? We will end the course by working with full masks created by the students/artists and also brought by the teacher. Mask work is an incredible tool to help actors articulate their thoughts, and feelings, and craft their acting. What stories will come out of that? Who's destiny will we learn about? This will be an occasion to bring forth stories you are interested in, that touch you and move you. This course is open to anyone who is interested in creating live performances. Whether you are a writer, a painter, a director, a musician, or an actor you are welcome to bring your fierce and curious artist spirit to create theater that will be telling the stories that matter to you today.

**Requirements/Evaluation:** Attendance and active participation in each class session. Assigned project and scene work (solo and in small groups). Creation of physical performance objects (masks, etc.) Solo and group presentation of assigned work in class.

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 283 (D1) ARTS 383 (D1)

Fall 2022

STU Section: 01 F 11:00 am - 12:15 pm Emmanuelle F. Delpech

LAB Section: 02 W 1:10 pm - 3:50 pm Emmanuelle F. Delpech

### **THEA 284 (F) Global Digital Performance (DPE)**

This course explores the ways in which digital technologies are shaping performance practices. We will consider theater, dance and performance art, as well as the use of social media in political movements and everyday life. We will begin by examining the long history of mediatization in performance. From painting, puppetry and photography to video, VR and Tik Tok, performers' bodies have always been, in some sense, "mediated." We will interrogate the affects and power relations at stake in questions of "liveness," paying particular attention to how the representation of bodies is embroiled in longstanding imperialist projects of representing the "Other," racialized and gendered modes of viewing, and global regimes of neoliberal surveillance. On the other hand, we will examine the role digital communication platforms play in political resistance. We will apply our growing understanding of the pitfalls and potential of digital technologies to examining the aesthetic strategies and political projects of artists and their audiences from various parts of the world. Throughout our work we will acknowledge how access to new technologies, as well as the meaning given to their use, vary between national, cultural, and class contexts. This includes keeping in mind the "digital divide" so that we can chip away at our common sense assumptions that the internet and digital art making are inherently democratic.

**Requirements/Evaluation:** reading responses, class presentations, short digital performance projects, and active discussion participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors; Art majors; Global Studies concentrators. This course is open and welcoming to all students. Please be in touch with Prof. Pillai or Prof. Holzapfel with questions or to express interest in the course.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course interrogates the role of artistic and social practices of digital performance in producing and sustaining power structures (state, imperial, colonial, neoliberal) and inequities (racial, gendered, class-based). Focus will include the ways that interactions between makers and users in the virtual realm replicate or contest the inequitable social, racialized, and gendered dynamics that organize daily life offline.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

## **THEA 285 (S) Lighting Design for Performance**

**Cross-listings:** DANC 285 THEA 285

Primary Cross-listing

The artistic, intellectual, and practical roles of a designer vary widely, from the spectacle of Broadway to the do-it-yourself ingenuity of downtown theater to the conceptual frame of the art gallery space. This course explores the art and techniques of lighting design for performance. This course will cover the conceptual methodology for development of a design based in textual analysis and research. We will discuss light as an ephemeral substance and the visual content upon which we incorporate it into the theatrical world. Students will delve into how we use lighting to help to tell a story, influence the audience, and create a world unseen to many. By the end of the course, students will be able to answer the question of 'how do color, form, texture, and motion impact our emotions in everyday life and onstage?' We will explore the various tools that are used to implement such a design including the use of movement, color, intensity, and texture as compositional and storytelling tools; and the translation of concept into technical drawings and paperwork used to make an artist's design into a reality. The class format will be a combination of lectures, discussions, and studio work.

**Requirements/Evaluation:** Committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple projects of varying scales, focusing on lighting design, considered both individually and when working in tandem. Students are expected to complete hours on the lighting hang, focus and tech of pre-determined department productions and are expected to attend Theater Department productions.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students who have completed THEA 101, 102, 201 or 244, ARTS 100, or equivalent course or practical experience in the performing or studio arts

**Expected Class Size:** 6

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** Up to \$125 for materials and copying charged to term bill.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 285 (D1) THEA 285 (D1)

Not offered current academic year

### **THEA 287 Design for Film & Television**

The production designer is responsible for creating, controlling, and managing 'the look' of films and narrative television from page to screen. This hands-on course explores the processes of production design, art direction, and lighting direction processes as related to design for film and television. From initial Production Design sketches and 'Feel-Boards' to accommodating desired cinematographic angles when designing a studio set, design for film requires a designer to shape an entire visual world while keeping in mind the story as a whole. The goal of this course is to provide an initial understanding of the Production Design process in practice through studio work and instruction.

**Class Format:** This class will be a combination of instruction and in class studio work.

**Requirements/Evaluation:** committed participation in class discussion and feedback; and the thoughtful, timely completion and presentation of multiple design projects of varying scales, focusing on scenic and lighting design, considered both individually and when working in tandem

**Prerequisites:** THEA 201, THEA 285, ARTS 100, or permission from instructor with equivalent experience

**Enrollment Limit:** 12

**Enrollment Preferences:** In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

**Expected Class Size:** 8

**Grading:**

**Materials/Lab Fee:** up to \$125 for materials and copying charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **THEA 288 (F) Storyboarding: Translating the Text into the Visual**

In this class, we will explore using pictures to tell stories. With an emphasis on the flow of story arc over time, we will examine existing texts with episodic and sequential structures (such as picture books, comics, albums, film, theater, and opera) and interpret them into storyboards of various 2D and/or 3D visual media. The focus here is on developing and communicating complete dramaturgically-based visual ideas with an eye towards big-picture concepts. This class is geared towards all students interested in time-based visual narratives such as directing/designing/creating/writing for film and theater. No previous artistic expertise is required, but know that the bulk of the work here will be hands-on art projects, presentations, and group critique and discussion in a studio art class format.

**Requirements/Evaluation:** Coursework is comprised of text comprehension, group discussion/critique, and biweekly studio-style art projects.

**Prerequisites:** THEA 101 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** theater majors, art majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** materials and copying up to \$125 to be added to the students' term bill

**Distributions:** (D1)

Not offered current academic year

### **THEA 289 (F) Set Design for Stage and Film**

In this class, we will examine the similarities and differences in creating environments for performance in theater and for film by completing several set design projects that investigate each form. Creative thinking and problem-solving is the focus, but research, drafting, and model-building will be key components of this process. What is unique about design with audience and performer in the same space? What is unique about design for the frame of the camera? and how do we maximize the impact of each as visual designers?

**Requirements/Evaluation:** art project-based class. grades dependent on completion of projects, participation in group class discussion and critique, and improvement in skills/response to feedback over the semester.

**Prerequisites:** theater experience is preferred, but please contact instructor with any questions

**Enrollment Limit:** 12

**Enrollment Preferences:** In instance of over-enrollment, preference will be given to Seniors, Juniors, & Sophomores in the Theatre Majors & Art Majors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** up to \$125 for materials and copying charged to term bill

**Distributions:** (D1)

Not offered current academic year

### **THEA 290 (S) Theatre Department Production**

Participation in the production program is offered as a partial credit fifth course, is open to all students, and can only be taken on a Pass/Fail basis. Theatre Majors are required to participate in four department productions, and must serve as stage manager for one of them. Depending on their role in the production process, students will be admitted to Theatre Production courses by permission of the department Chair, following casting and the assembly of the artistic and production team. Students may participate in a production in one of three major roles: stage management, performing (actor or actress, musician, dancer, etc.), or non-performing (director, designer, dramaturge, choreographer, music director, production manager, etc.). Stage managers or performers should expect to be in rehearsals, generally scheduled during the evening hours from 6-10PM, for up to twenty hours per week during a five to ten-week long production process, as well as up to ten hours per day during tech weekend and up to six hours per day during the performance run of the show. Non-performing roles may be expected to be involved in the production process before the start of rehearsals, participating in meetings, auditions, as well as a post-mortem process for each show. Entrance into a production for actors and major artistic roles are based on competitive auditions or prior experience. There is no online registration. Repeatable course numbers are designated as follows: 291 (Stage Management Production I); 292 (Stage Management Production II); 293 (Stage Management Production III); 294 (Performing Role Production I); 295 (Performing Role Production II); 296 (Performing Role Production III); 297 (Non-Performing Role Production I); 298 (Non-Performing Role Production II); 299 (Non-Performing Role Production III). Evening courses and exams will take precedence over half credit courses. Students may still participate in department productions even if they choose not to enroll for credit.

**Class Format:** half credit, fifth course option only

**Requirements/Evaluation:** participation in the collaboration, commitment to being a team player, dedication to the artistic process, and participation in the final public performance event

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 40

**Grading:** pass/fail option only

**Distributions:** No divisional credit

Not offered current academic year

### **THEA 301 (S) Performing Archives: From Research to Adaptation (DPE)**

This course introduces students to methods of historical research and creative adaptation in the global archives of performance and theatre. What is an archive? What is a repertoire? How does embodied knowledge get acquired, stored, and transferred over time? Who owns, or curates, the artistic remnants and shared traditions of the past? Practicing the skills of a dramaturg and performance historian, students will engage with the archives and repertoires of global theatre and performance, learning how to access, research, interpret, and gain deeper understandings of the artistic past. Then, examining how select historical sources and materials been taken up--adapted, appropriated, recycled, or re-appropriated--by contemporary artists, students will themselves work towards the creation, development, and performance of their own artistic approaches to the historical archive. While attending to theatre's formal aspects, we will at the same time focus on the relationship of performance to politics, as well as to the enduring legacies of empire, state power, colonialism, and private capital in which they are historically embedded and by which they have been shaped. If and when possible, we will encounter archival sources housed in College Archives and WCMA. This course is required for Theatre majors and is a prerequisite

for THEA 401.

**Class Format:** This class is a combined studio/seminar. Students will be required to present and share their creative responses to the material studied in the course.

**Requirements/Evaluation:** active participation in class; a midterm creative adaptation project and accompanying "dramaturgy casebook"; participation as discussion leader for one class; a final creative adaptation or performance project and accompanying "dramaturgy casebook."

**Prerequisites:** Theatre 101 or 201, or by written permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**Difference, Power, and Equity Notes:** This course works to dismantle the ongoing bias in theatre studies that positions textual and literary forms of theatre in the globalized north as the dominant sites of knowledge transfer, status, and value in our field. Instead, theatre and performance are approached as diverse forms of repertoire and embodied knowledge that must be analyzed in relation to the structures of social inequity and power in which they historically arise.

Spring 2023

STU Section: 01 T 11:20 am - 12:35 pm R 11:20 am - 12:50 pm Amy S. Holzapfel

### **THEA 304 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

#### **Secondary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

### **THEA 305 (S) Project: Costume-Design, Performance, and Beyond**

**Cross-listings:** ARTS 200 THEA 305

**Primary Cross-listing**

This course is an intensive study of costume design. Costume designers are always aware of the world around them. They look, listen, reflect, and record. They use inspiration, research, imagination, and innovation for their creations. They simultaneously observe the smallest detail while also picturing the larger world surrounding the pieces they develop. The course focuses on the designer's process, which entails in part: script analysis, collaboration, research, color theory, basic design principles, rendering techniques, fabric research, organizational skills, and presentation of designs.

**Requirements/Evaluation:** multiple design assignments including a detailed final design project, costume labs, image and research files, costume sketchbook, short papers, committed participation, and attendance; students are required to attend two to three Theatre department or approved performances during the semester; students will also be expected to partake in intelligent critiques of fellow classmates' design work

**Prerequisites:** successful completion of any 200-level course in any of the fine or performing arts or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Theater and Art Studio, sophomores and juniors

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** does not satisfy any requirements for the Art major

**Materials/Lab Fee:** \$100 lab fee charged to term bill

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 200 (D1) THEA 305 (D1)

**Not offered current academic year**

### **THEA 310 (F) Playwriting: Facing the Blank Page (WS) (QFR)**

I believe that after food and shelter, humans need stories to survive. this class will focus on each writers, dreams, fears and desires and how to turn them into plays. Students will explore the fundamentals of playwriting. This will include writing exercises, weekly pages, hearing your scenes out loud and at the end of the semester the first draft of a new play.

**Requirements/Evaluation:** Upon completion of the semester, you will be able to demonstrate and ability to: draft, rewrite, discuss and continue to rewrite; engage verbal discussion of your work and your colleagues work; place the work in context of other artists and artistic pursuits; place work in context of culture and society; complete a full draft of your play.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Theater majors first, then Concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS) (QFR)

**Writing Skills Notes:** You are expected to attend class, to keep up with required writing, readings drafts pages to class and participate in all discussions.

**Quantative/Formal Reasoning Notes:** You are also expected to think critically and articulate your thoughts.

**Not offered current academic year**

### **THEA 315 (F) Inhabited Theatrical Environments: Scenic Design for Performance**

**Cross-listings:** THEA 315 ARTS 313

### Primary Cross-listing

How do you develop a point of view and translate it to the stage? What is an effectively inhabited space for performance? We will explore the different ways a scenic environment provides the visual foundation for live theatrical events in theaters as well as site-specific shows. In addition to working intuitively, this course combines critical readings of texts to contextualize works for the current moment. Research will be at the center of our work -- deepening skills to source, curate, and present personal points of view as designers and creators. This work will serve to expand our imaginations to the aesthetic possibilities of performance. Students will also develop a basic knowledge of model building and drafting. Class time is a combination of discussions of theatrical texts, student project presentations, and studio work.

**Requirements/Evaluation:** Creative projects preparation and presentation. Active participation in class and critique sessions. Occasional writing assignments to accompany design work.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** Up to \$125 in studio costs.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 315 (D1) ARTS 313 (D1)

Fall 2022

STU Section: 01 M 1:10 pm - 3:50 pm Barbara Samuels

LAB Section: 02 M 11:00 am - 12:15 pm Barbara Samuels

### THEA 321 (S) Arts Organizing in Africa and the Diaspora (DPE)

**Cross-listings:** THEA 321 MUS 323 DANC 323

### Secondary Cross-listing

At the heart of this class is the question, how do artists and organizations use the performing arts to effect social change in their communities? Drawing from a number of case studies from throughout Africa and the African Diaspora, we will first endeavor to understand and contextualize issues related to education, social uplift, the environment, and the economy as they relate to specific communities. We will then examine how a series of organizations (from grassroots campaigns to multinational initiatives) utilize the performing arts in response to those issues. Among the issues we will discuss at length are: -How do performers and organizations navigate the interplay between showcasing the performance talents of individuals and groups and foregrounding an issue or cause? More broadly, what dilemmas emerge as social and aesthetic imperatives intermingle? -What are the dynamics between people acting on a local level within their communities and their various international partnerships and audiences? -How can government or NGO sponsorship help and/or hinder systemic change? By the end of the semester, students will be equipped with conceptual frameworks and critical vocabularies that can help them ascertain the functions of performance within larger organizations and in service to complex societal issues. Throughout the course, we will watch and listen to a variety of performances from traditional genres to hip-hop, however this class is less about learning to perform or analyze any particular genre than it is about thinking through how performance is used as a vehicle for social change. Case studies will include youth outreach and uplift in Tanzania through the United African Alliance, campaigns to promote girls' education in Benin and Zimbabwe, community-wide decolonizing initiatives through the Yole!Africa Center in the Democratic Republic of Congo, and the cultural reclamation of a mining town in Suriname through the arts organization, Stichting Kibii.

**Requirements/Evaluation:** Four case study profiles, midterm essay (5-7pages), and a final project. Regular participation in class discussion.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If the course exceeds the maximum enrollment, selection will be made based on students explanations for why they want to take the class.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 321 (D1) MUS 323 (D1) DANC 323 (D1)

**Difference, Power, and Equity Notes:** This course interrogates on a fundamental level issues of power and equity. Using the performing arts as a critical lens, we discuss a series of social and environmental challenges that communities of African descent face. These are in direct dialogue with global systems of power and economic factors. Issues include: environment, education, local communities' interactions with multinational corporations, and representational politics in performance.

**Attributes:** MUS World Music/Ethnomusicology

Not offered current academic year

### **THEA 330 (S) New Orleans as Muse: Literature, Music, Art, Film and Theatre in the City**

**Cross-listings:** AMST 331 COMP 330 THEA 330

Primary Cross-listing

This course will look at the representation of a city and how it has influenced artists. Students will read, listen to, and view a selection of the literature, music, film and art that represent the city from both pre-flooding and current re-building. Reading selections will include examples such as *Harper's Weekly* (Lafcadio Hearn), *The Awakening* (Kate Chopin), *A Streetcar Named Desire* (Tennessee Williams), *The Moviegoer* (Walker Percy), *Why New Orleans Matters* (Tom Piazza), *A Confederacy of Dunces* (John Kennedy O'Toole), *New Orleans Sketches* (William Faulkner), *One Dead in the Attic* (Chris Rose). Film examples such as *A Streetcar Named Desire*, *An Interview with a Vampire*, *The Curious Case of Benjamin Button*, *When the Levees Broke*, *Treme*, *Waiting for Godot* (in the 9th Ward). Music selections from examples such as Louis Moreau Gottschalk, Jelly Roll Morton, Louis Armstrong, Fats Domino, The Meters, Kermit Ruffins and the Rebirth Brass Band. Art selections will come from a variety of sources such as THE OGDEN Museum of Southern Art and Prospect 1, 2, & 3.

**Requirements/Evaluation:** will be on active participation, weekly response essays on film viewings, 2 short essays on class topics, a final paper and a contemporary creative project/performance

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 331 (D1) COMP 330 (D1) THEA 330 (D1)

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

### **THEA 333 (S) Living Things: Bodies and Objects in Sculpture and Performance**

**Cross-listings:** THEA 333 ARTS 332

Primary Cross-listing

This studio course seeks to promote art making that transgresses the boundaries between the visual and performing arts to see a life that animates both bodies and objects. Cultivating various approaches to the experience of embodiment and kinesthetic responses to objects, props, and clothing, students will perform sculptures and sculpt performances indoors and outdoors. Exploring relationships between time and space will support creating works that suggest and invite movement, encourage interaction, and investigate the physical potency inherent in objects, people, and performance. Emphasis will be made on collaborative process and developing dialogue between actors, dancers, and visual artists.

**Requirements/Evaluation:** Evaluation will be based on participation in studio exercises, bi-weekly collaborative group projects, a final solo work to be performed at the end of the semester, and five 2-page reflection essays.

**Prerequisites:** Students must have completed at least one course either in Theatre or in Studio Art.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference will be given to Theatre and Studio Art majors.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$200-\$350 for supplies such as fabrics, papers, paints, markers, props, etc. as needed.

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 333 (D1) ARTS 332 (D1)

Spring 2023

STU Section: 01 MW 10:00 am - 11:50 am Shanti Pillai, Sean Devare

LAB Section: 02 F 10:00 am - 11:50 am Shanti Pillai, Sean Devare

### **THEA 339 (F) Introduction to Dramaturgy**

The dramaturge is a major collaborator in theatre, playing the multi-faceted role of producer, curator, historian, literary manager, cultural critic, audience educator, community engager, and all-around supporter of a production process. Working closely with fellow theatre-makers, the dramaturge helps to shape a production, tell a story, and facilitate the rewarding process of creating a world on stage. This studio-based course will introduce students to the fundamentals of dramaturgy, including: new play development, production research and support, curatorship, literary management, educational outreach, criticism and journalism, social and community engagement, and adaptation. Assignments over the term will be hands-on, practical, creative, and project-based and include independent writing, research, oral presentation, as well as group work. We will also read new plays and discuss urgent topics in the theatre industry. During some terms, we may collaborate as dramaturges on departmental productions. As a culminating project, students will complete a creative adaptation and dramaturgical casebook for a source material of their own choosing. Students may be asked to attend live performances and exhibitions when relevant.

**Class Format:** studio course with seminar components

**Requirements/Evaluation:** Assignments will be creative and project-based and will range from making image galleries to writing program notes and educational study guides. In-class writing and participation in class discussion will occur daily. A major project over the term will include the assembly of a production casebook, including: research and historical summary; timeline; artist's bio; educational guide; image gallery; program note; community outreach strategy; lobby design and curatorship; critical/theoretical perspective; and creative adaptation.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 6-8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Not offered current academic year

### **THEA 340 (S) Shakespeare on Page, Stage and Screen: Text to Performance (WS)**

**Cross-listings:** THEA 340 ENGL 345 COMP 343

Primary Cross-listing

Four centuries on, Shakespeare still challenges us. How should we weigh the respective claims of our own era's concerns--with matters of gender, sexuality, race, class, or materiality, for instance--against historicist attention to the cultural, political and theatrical circumstances in which his plays were actually written? And when it comes to realizing the text in dramatic performance, such challenges--and opportunities--multiply further. Critical fidelity to Shakespeare's times, language and theatrical milieu prioritizes a historical authenticity that can be constraining or even sterilizing. At the other extreme, staging the plays with the primary aim of making them "speak to our times" risks revisionary absorption in our own interests. We will focus on six Shakespeare plays, from different genres and periods of his career: *Romeo and Juliet*, *Henry V*, *Twelfth Night*, *Hamlet*, *Antony and Cleopatra*, and *A Midsummer Night's Dream*. Proceeding with each from close reading of the text, we will attend to the demands and opportunities of both interpretation and performance, and assess a range of recent film and stage productions.

**Requirements/Evaluation:** Three papers ranging from 4 to 7 pages; several short reading responses and regular discussion board postings; class participation.

**Prerequisites:** A THEA course; a 100-level ENGL course; a score of 5 on the AP Literature exam or a 6 or 7 on the IB exam; or permission of

instructor.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 340 (D1) ENGL 345 (D1) COMP 343 (D1)

**Writing Skills Notes:** Three papers rising from 4 to 6+ pages; regular discussion board postings and several short response papers. Students will receive timely comments from the instructor on their writing skills, with suggestions for improvement, and there will be opportunities for revision of submitted papers.

**Attributes:** ENGL Literary Histories A

Not offered current academic year

### **THEA 341 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

#### **Secondary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

SEM Section: 01 W 7:00 pm - 9:40 pm Gregory C. Mitchell

### **THEA 345 (S) Contemporary Theatre and Performance**

**Cross-listings:** THEA 345 ENGL 349 COMP 355

#### **Primary Cross-listing**

As Gertrude Stein once remarked, "The hardest thing is to know one's present moment." What is going on in the world of theatre and performance

today? What are the hot topics in our current artistic landscape? Who are the writers, performers, and directors of the past two decades? This seminar will consider both experimental and mainstream drama and performance from the twenty-first century, focusing on topics such as: post-dramatic theatre, devised performance, social practice, participatory and immersive theatre, hyper-naturalism, post-identity performance, and weird theatre. Artists and collectives to be considered may include: Suzan-Lori Parks, Will Eno, Richard Maxwell and the NYC Players, Young Jean Lee, Annie Baker, Lucas Hnath, Branden Jacobs-Jenkins, Quiara Alegria Hudes, Anne Washburn, Taylor Mac, Lynn Nottage, Stephen Adly Guirgus, Miguel Gutierrez, Elevator Repair Service, The Wooster Group, and Nature Theatre of Oklahoma. As a final project, students will work individually or in small groups to create a script or short performance that addresses the question: "What is the most important story to be telling through performance right now?" Students may be required to attend theatre, dance, and other performances at the '62 Center and beyond.

**Requirements/Evaluation:** written and dramaturgical-based assignments, an oral presentation, a mid-term paper, in-class discussions, and a final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Theatre majors; Comparative Literature or English majors

**Expected Class Size:** 8-10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 345 (D1) ENGL 349 (D1) COMP 355 (D1)

Not offered current academic year

### **THEA 387 (S) Ibsen, Chekhov and the emergence of Modern drama**

**Cross-listings:** COMP 387 THEA 387 ENGL 309

Primary Cross-listing

This course will center on the plays of Henrik Ibsen and Anton Chekhov, key figures in the development of Modern European drama. Prospective readings will include Ibsen's *A Doll's House* (1879), *The Wild Duck* (1884), *Rosmersholm* (1886) and *Hedda Gabler* (1890); Chekhov's *The Seagull* (1896), *Uncle Vanya* (1900), *Three Sisters* (1901) and *The Cherry Orchard* (1904); along with August Strindberg's *Creditors* (1889) and Oscar Wilde's *An Ideal Husband* (1894). We will chart the development of dramatic realism and naturalism, and situate these plays in the context of the late-nineteenth century "ache of modernism", with supplemental readings that highlight changing conceptions of identity and subjectivity, emerging strains and contestations over gender and sexuality, and the wider sociological, political and technological changes of the period. The course will also be centrally concerned with these playwrights' innovative explorations of the investigations of theatre's capacities and limitations in representing social reality and the 'performance' of selfhood.

**Requirements/Evaluation:** Five papers, alternating weeks with your tutorial partner; critical responses to your partner's essays; evaluation of participation.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 387 (D1) THEA 387 (D1) ENGL 309 (D1)

Not offered current academic year

### **THEA 388 (F) Research: A Window into Design Dramaturgy**

This class combines the targeted playreading skills of a designer with deep dives into visual research. How to gain a foundation of historical research for a specific theatrical work? How to interpret this research through an added lens of specific artistic movement or style? In this class, we will develop skills to source, curate, and present images that both deepen our understanding of a text as designers and visual thinkers, as well as free our

imaginings to the aesthetic possibilities of the text. Bi-weekly research projects paired with historically-based dramatic literature provide the main structure of the work. Class time is a combination of discussions of theatrical texts, paired with student project presentations and critiques.

**Requirements/Evaluation:** Coursework is dramatic literature comprehension and group discussion/critique, combined with biweekly research projects.

**Prerequisites:** THEA 201 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** theater majors

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** materials and copying up to \$125 to be added to the students' term bill

**Distributions:** (D1)

Not offered current academic year

### **THEA 393 (F) Staging Identities**

**Cross-listings:** THEA 393 ENGL 393

Primary Cross-listing

The construction of selfhood is always to some extent a performative act--as Shakespeare's Jacques says, "All the world's a stage / And all the men and women merely players[.]" That performance is inherently dual, since constituted both for the audience of the wider social world, and for the self who seeks to act. Drama as a genre, with its constant negotiation of the competing claims of illusion and the operations of reality, is invariably interested in the exploration of social identity, in the tensions between public and private selfhood, and in the functions of 'performance'. In this course we will examine theatre's response to the challenge of self-fashioning in the modern era, and consider the wider ontological status of performance as a category within the context of twentieth century drama and theatrical staging. Readings will include Shakespeare's *Hamlet* and plays by Chekhov, Pirandello, Churchill, Shepard, Lori-Parks, Beckett, Walcott, Pinter and others, along with selected criticism, theory, and psychoanalytical writings.

**Requirements/Evaluation:** Two papers totaling about 12 pages, regular posting on discussion boards, and active participation in discussion.

**Prerequisites:** A THEA course, a 100-level ENGL course, or a score of 5 on the AP English Literature exam.

**Enrollment Limit:** 14

**Enrollment Preferences:** Theatre and English majors or prospective majors.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 393 (D1) ENGL 393 (D1)

**Attributes:** ENGL Literary Histories C

Not offered current academic year

### **THEA 397 (F) Independent Study: Theatre**

Theatre independent study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Fall 2022

IND Section: 01 TBA Omar A. Sangare

### **THEA 398 (S) Independent Study: Theatre**

Theatre independent study

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

Spring 2023

IND Section: 01 TBA Omar A. Sangare

### **THEA 401 (F) Senior Seminar: Practicing Theory**

This class constitutes a culminating course of study for the Theater major. It aims to delve deep into consideration of the relationship between theory and practice, between text and performance, between performer and audience, and between aesthetics and politics. We will explore a selection of influential ideas and methodologies that have shaped both making theater and thinking about theater in various historical periods and cultural contexts. Seminar members will read and consider both theoretical and artistic texts. Through discussion and experimentation, we will endeavor to understand how theater engages with cultural, social, and philosophical issues that link the stage with the realities and fantasies of everyday life. Throughout the semester, focus will be maintained on the contributions of the members themselves, in both scholarly contributions to seminar sessions, and in artistic contributions through the presentation of assigned creative projects.

**Requirements/Evaluation:** Participation in discussion, reading responses, analytical writing, and creative projects.

**Prerequisites:** limited to senior Theatre majors

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Theatre majors only

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** this course is required for the Theatre major

**Materials/Lab Fee:** up to \$100 for materials and copying charged to term bill

**Distributions:** (D1)

Fall 2022

SEM Section: 01 T 1:10 pm - 3:50 pm Robert E. Baker-White

### **THEA 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

#### **Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **THEA 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance**

**Cross-listings:** COMP 404 ARTH 416 THEA 416 WGSS 416

#### **Secondary Cross-listing**

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

**Not offered current academic year**

### **THEA 455 (S) Advanced Practicum**

This independently designed practicum offers an opportunity for students to gain practical, hands-on experience in theatre at an advanced level by receiving course credit for serving as an assistant to a faculty member on a Theatre Department production. Students interested in assisting a faculty member or guest artist on a production in any non-acting capacity--directing, design (costume, lighting, multimedia, scenic, sound), dramaturgy, or technical management--may enroll in the Advanced Practicum, pending the approval of a designated faculty advisor as well as the Department Chair. Working closely with the faculty advisor, the student will both serve as an assistant on the production and design a curriculum of readings and assignments intended to complement the experience of the assistantship. If funding allows, practitioners in the professional theatre will be invited as guest evaluators. Though the nature of each assistantship will vary according to the demands of each production, the experience of the assistantship will ideally simulate that which a student might undertake within the professional theatre.

**Requirements/Evaluation:** research, attendance at rehearsals, studio work, & final portfolio; research, attending weekly production meetings, rehearsals, studio work, and final portfolio, as well as other tasks determined by the faculty advisor

**Prerequisites:** THEA 101 or THEA 102, and THEA 201

**Enrollment Limit:** 4

**Enrollment Preferences:** Theatre majors

**Expected Class Size:** 2

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$75 may be charged to term bill

**Distributions:** (D1)

Not offered current academic year

**THEA 493 (F) Senior Honors Thesis: Theatre**

Theatre senior honors thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Omar A. Sangare

**THEA 494 (F)(S) Senior Honors Thesis: Theatre**

Theatre senior honors thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

HON Section: 01 TBA Omar A. Sangare

Spring 2023

HON Section: 01 TBA Omar A. Sangare

**Winter Study -----**

**THEA 13 (W) Stitch Circle: Knitting as Social Practice**

Do you knit? Have you ever wanted to learn how to knit? In this studio course, intended for both beginners and more advanced knitters, students will come together to experience the joy, fun, contemplative practice, and social activity of the stitch circle. Working with The Spin-Off yarn shop in North Adams, students will select an accomplishable project suited to their unique skill level (scarves, hats, blankets, mittens, socks, tea cozies, etc.). Establishing our class as a knitting circle, we will gain practice as knitters, working towards the completion of our individual projects. But we will also spend time in the circle discussing and learning about knitting as a social practice, one often involving women or historically marginalized social groups. During the term, students conduct independent research on a particular knitting practice, form, or cultural/regional type of knitting, sharing their discoveries with the group in the form of a brief oral presentation and accompanying poster. Each student will also be responsible for curating a "playlist" of music chosen for each circle. At the end of the term, we will share our knitting projects and research with the community by way of a class exhibition. Students should be prepared to spend time knitting outside of class. A field trip to The Spin-Off shop to select and obtain materials is mandatory. We may also take a field trip to a nearby fiber animals farm and fiber mill to learn about the process of raising animals for wool as well as spinning, carding, dyeing, and manufacturing wool.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** In overenrolled, preference will be given to students with some experience in the creative arts, whether visual or performance based.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$50

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 Cancelled

### **THEA 15 (W) The Red Nose Clown**

The Red Nose clown. This intensive will push students to find their most vulnerable self. To be in front of an audience without their social mask but rather with the smallest mask in theater, the Red nose. The red nose reveals the naive, the idiot, the most evident state of an actor before it starts acting. To be stupid, really stupid, not act stupid is the hardest task for an actor. To be true, to go beyond the "trying to be" but really just be there in front of an audience in the present moment is a gift for any artist. The red nose allows us to see humanity in its most disconstructed state. It makes us laugh, because we are all living off balance trying to keep up with all the bumps along the road and pretending that we've got it all figured out. The clown doesn't pretend, it tries hard to survive. And somehow that makes us laugh. This intensive will guide you to see and be seen by an audience. To try to be the best at something even if you're not, to live through the "flop", the failure of success. You will discover your "idiot" and interact with other clowns to create pieces that will be shared with an audience. To make us laugh. Or maybe smile? Or maybe cry... Humanity is so complex and the clown flirts with its intimacy to remind us that it's ok to fall, it's ok to want to be the best, to be pretentious because we care so much. The clown is not ironic. It is sincere... and it is that sincerity that touches us and makes us laugh and understand one another more.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Theatre majors, prospective Theatre majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 R 1:00 pm - 4:00 pm F 10:00 am - 12:50 pm Emmanuelle F. Delpech

### **THEA 22 (W) A Filmmaker's Workshop**

This 4 week filmmaking workshop will culminate in screening of 6- 8 short films which are written, acted, directed and edited by students. The class is taught by actress Jessica Hecht and her husband director/writer Adam Bernstein. The project was offered in 2019 and accommodated 30 WS students. We would love to offer it once again with a slightly deeper focus on writing and direction. The key to this project is collaboration in the creative process. Each week there will be approx 8 hours of in class time and 10 -12 hours of practical work outside of class. The week we shoot ( week 3) will be the most demanding. Supplemental reading and film viewing is recommended. We will offer a set of resource materials. The weekly structure is as follows: WEEK ONE : Fundamentals of filmmaking -The Writer's Approach Our first week allows students to look at several examples of shorts films and experiment with writing prompts and improv exercises to build familiarity with how to structure a story. The week culminates in the formation of groups (4-5 students each) whose interest in a specific area of production has been noted. Scripts will be generated from these groups. We will read and discuss changes with each group. All students participate as needed but will have more responsibility in one self chosen area. WEEK TWO: Fundamentals of TV and Film Direction The skills of screen acting vs acting on stage As scripts are being refined, participants will be schooled in basic shots, the director's role and the actor's preparation. Scripts are due by mid week, casting is completed by Friday WEEK THREE: Shooting a Film Groups are schooled in the organization of a shoot and the essential jobs of the crew. Films are shot over three days - a Final Pro vs AVID editing workshop completes the week. WEEK FOUR: Completing the Filmmaking Process. Films are edited and music added for the first 3 days of week. A public screening is organized to com

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** one semester of Theatre or Studio Art; you may contact us for consideration if you do not meet that standard

**Enrollment Limit:** 32

**Enrollment Preferences:** if the course is over enrolled, Theatre Majors and next Studio Art Majors will take priority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jessica has made over 100 appearances on television series. She's a Tony and Emmy nominated actress having appeared on Broadway a dozen times. Her husband Adam Bernstein is an Emmy award winning TV director.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 Cancelled

**THEA 30 (W) Senior Production: Theatre**

Theatre senior production.

**Class Format:** senior project

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Omar A. Sangare

**THEA 31 (W) Senior Thesis: Theatre**

Theatre senior thesis.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Omar A. Sangare

**THEA 32 (W) Senior Honors Thesis: Theatre**

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Omar A. Sangare

**THEA 99 (W) Independent Study: Theatre**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Omar A. Sangare

## TUTORIAL PROGRAM

The Tutorial Program offers students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight than regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

Since the program's inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized:

Tutorials are usually limited to 10 students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students' independent work. But at the heart of every tutorial is the weekly meeting between the instructor and two students. At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners' work.

### Registration

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

### AFR 159 (F) *Crossing the Color Line: A History of Passing* (DPE) (WS)

**Cross-listings:** AFR 159 HIST 159

#### Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

### **AFR 208 (S) Time and Blackness**

**Cross-listings:** AFR 208 AMST 208 REL 262

#### **Primary Cross-listing**

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely been the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

**Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 208 (D2) AMST 208 (D2) REL 262 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

TUT Section: T1 Cancelled

**AFR 224 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**AFR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Secondary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

**AFR 369 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Secondary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

**AFR 381 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**AMST 201 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**AMST 208 (S) Time and Blackness**

**Cross-listings:** AFR 208 AMST 208 REL 262

**Secondary Cross-listing**

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

**Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 208 (D2) AMST 208 (D2) REL 262 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

TUT Section: T1 Cancelled

**AMST 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Secondary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

**AMST 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**AMST 490 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

**Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

**Secondary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

**ARTH 206 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Primary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Primary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

**ARTH 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

TUT Section: T1 TBA Christopher A. Bolton

**ARTS 314 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

**Primary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, counter-mapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

### **ARTS 328 (S) The Art of Almost Nothing**

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns--aesthetic, topical, critical--and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

**Class Format:** studio class, 3 hours per week

**Requirements/Evaluation:** projects, assignments, class participation, attendance

**Prerequisites:** Two studio art classes of any kind at Williams or previous studio experience with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Any student who has taken at least two or more previous studio art classes at Williams

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Under \$100. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

**Distributions:** (D1)

Spring 2023

TUT Section: T1 Cancelled

### **ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films** (DPE) (WS)

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

#### **Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave

filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**ASIA 241 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

**Secondary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

**ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ASIA 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with

undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

### **ASIA 481 (F) History of Taiwan** (WS)

**Cross-listings:** ASIA 481 HIST 481

#### **Secondary Cross-listing**

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 481 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Fall 2022

TUT Section: T1 TBA Anne Reinhardt

### **BIOL 421 (S) Thermoregulation: From Molecules to Organisms**

Thermal physiology involves the study of molecular events, organ systems, and organism-environmental interactions that are involved with heat production and temperature maintenance. The area of thermal physiology has been around for over 100 years. However, only in the last 5-7 years has the science progressed to understanding basic fundamental mechanisms for generating and regulating heat production. This tutorial will focus on four questions: 1) how do organisms generate heat? 2) how do organisms sense the temperature in the environment? 3) how do organisms integrate information about the environment (temperature, humidity, time of day, etc.) with internal information (deep body temperature, energy stores, etc.) to regulate their metabolic production of heat? 4) how do animals make "the decision" to enter a state of torpor?

**Requirements/Evaluation:** five 4- to 5-page papers; five 1- to 2-page response papers; tutorial presentations; contribution to the intellectual enterprise

**Prerequisites:** BIOL 205 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Biology majors that have not had a 400-level course, followed by senior Biology majors, followed by junior Biology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** does not satisfy the distribution requirement for the Biology major

**Distributions:** (D3)

**Attributes:** NSCI Group C Electives

Spring 2023

TUT Section: T1 TBA Steven J. Swoap

### **CHEM 344 (S) Physical Organic Chemistry**

This course extends the background derived from previous chemistry courses to the understanding of organic reaction mechanisms. Correlations between structure and reactivity are examined in terms of kinetic and thermodynamic parameters including: solvent effects, isotope effects, stereochemical specificity, linear free energy relationships, acid/base theory, delocalized bonding, and aromaticity. For the first 6 weeks, the class meets once a week for an introductory lecture. A second tutorial meeting between the instructor and 2 other students occurs early the following week, for example during the laboratory time period. During this time, students work through and present solutions to an assigned problem set. For the remaining 6 weeks, students execute a self-designed set of laboratory experiments that revolve around physical organic methods. Students present and critique results each week (in the hour time slot). The experiments culminate in a final paper.

**Class Format:** tutorial, 90 minutes per week; lecture, one hour per week; laboratory, four hours per week

**Requirements/Evaluation:** evaluation is based on problem sets, participation, laboratory work, and a final laboratory paper

**Prerequisites:** CHEM 251/255/256

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors: seniors, juniors, sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

Spring 2023

TUT Section: T1 F 8:30 am - 9:45 am Sarah L. Goh

### **CHEM 368 (S) Computational Chemistry and Molecular Spectroscopy (QFR)**

This tutorial provides an introduction to the principles of computational quantum mechanics and their application to problems of chemical interest such

as chemical bonding, chemical reactivity, and molecular spectroscopy. Emphasis is placed upon modern electronic structure calculations, their fundamentals, practical considerations, interpretation, and applications to current research questions. Under guidance in sessions and through independent work, students will use computational methods to explore assigned weekly research problems. The research results will be presented to and discussed with the tutorial partner at the end of each week.

**Requirements/Evaluation:** tutorial participation, presentations, and submitted papers

**Prerequisites:** CHEM 361 or equivalent background in Physics

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course fulfills the QFC requirement with problem sets for assignments in which quantitative/formal reasoning skills are practiced.

Spring 2023

TUT Section: T1 TBA Enrique Peacock-López

### **CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

#### **Primary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic

narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COGS 323 (F) Visual Consciousness (WS)**

**Cross-listings:** PSYC 323 COGS 323

**Primary Cross-listing**

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

**Requirements/Evaluation:** 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

**Prerequisites:** COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Cognitive Science concentrators and Psychology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 323 (D3) COGS 323 (D2)

**Writing Skills Notes:** In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022

TUT Section: T1 Cancelled

**COMP 215 (F) Cults of Personality (WS)**

**Cross-listings:** COMP 215 RUSS 219

**Secondary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 215 (D1) RUSS 219 (D1)

**Writing Skills Notes:** Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2022

TUT Section: T1 TBA Julie A. Cassiday

**COMP 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Secondary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

**COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

### **COMP 320 (S) Kafka (WS)**

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Conducted in English.

**Class Format:** the class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues.

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** One college literature course

**Enrollment Limit:** 15

**Enrollment Preferences:** majors or prospective majors in Comparative Literature or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Modified tutorial. Students will write 3 five-page papers apiece, plus the same number of 1-2-page response papers, and will revise and expand one of their papers for a final project. Each paper will receive extensive comments.

Spring 2023

TUT Section: T1 TBA Gail M. Newman

**COMP 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Primary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

**ECON 214 (F) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** ENVI 212 ECON 214

**Primary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts,

in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

### **ECON 240 (S) Colonialism and Underdevelopment in South Asia (DPE) (QFR)**

**Cross-listings:** ECON 240 ASIA 241

#### **Primary Cross-listing**

British colonial rule in South Asia shaped economy and society in fundamental ways. As resistance to colonial rule emerged in the late nineteenth century, "nationalist" writers developed a critique of its economic impact via taxation, fiscal policy, trade, and many other policies. In their turn, supporters of British rule, "apologists," argued that British rule had laid the foundations of economic growth by securing property rights, enforcing contracts, and developing infrastructure. The debate between "nationalists" and "apologists" has never quite ended, but after the recent growth of the Indian economy it has lost some of its emotional charge. We will use this opportunity to revisit the controversy.

**Requirements/Evaluation:** essays (one every other week) and responses to partner's essays will be evaluated

**Prerequisites:** one course in ECON

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics major, prior course on South Asia

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 240 (D2) ASIA 241 (D2)

**Difference, Power, and Equity Notes:** Issues of difference, power, and equity are at the heart of any analysis of colonialism, hence the DPE designation.

**Quantative/Formal Reasoning Notes:** Students will write six essays, in which they will employ economic models and engage with quantitative evidence, so the course satisfies the QFR requirement.

**Attributes:** GBST South + Southeast Asia Studies Electives POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Anand V. Swamy

### **ECON 308 (S) Skills for a Modern Economy and How to Pay for Them**

**Cross-listings:** ECON 508 ECON 308

#### **Secondary Cross-listing**

Skills are a major driver of economic growth. The skills gap between rich and poor countries explains many of their income differences. The skills gap is a determinant of structural change, the process by which economies grow certain sectors (like manufacturing and services) and shrink others (like agriculture) in the process of achieving high-income country status and reducing poverty. The skills gap both affects and is affected by every other aspect of the economy: agricultural productivity, health, poverty rates, and fiscal capacity. This course will examine the economic policies that are essential for nations to upgrade the skills of their workforce, including the fiscal policies to finance those investments. The course will also explore complementary economic policies--in areas from labor markets to agriculture to healthcare--that allow maximum returns to skills investments.

**Class Format:** Students will meet the professor in pairs, approximately one hour each week.

**Requirements/Evaluation:** During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

**Prerequisites:** For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows, Economics majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 508 (D2) ECON 308 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA David K. Evans

### **ECON 357 (F) The Economics of Higher Education**

This tutorial will utilize economic theory and econometric methods to understand a variety of issues pertaining to the economics of colleges and universities. In particular, we'll discuss the logic of non-profit enterprises, the financial structure of a college or university, competition in the market for higher education, policies impacting tuition and financial aid, the individual and societal returns from investments in higher education, and the distinctive features of academic labor markets. Particular attention will be paid to selective liberal arts colleges.

**Class Format:** will meet weekly in groups of two

**Requirements/Evaluation:** six 5- to 7-page papers and on the quality of the student's oral presentations and commentary on the work of their colleagues

**Prerequisites:** ECON 251 and 255 or STAT 346 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

### **ECON 375 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532 ECON 375

**Secondary Cross-listing**

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 532 (D2) ECON 375 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Michael Samson

### **ECON 508 (S) Skills for a Modern Economy and How to Pay for Them**

**Cross-listings:** ECON 508 ECON 308

**Primary Cross-listing**

Skills are a major driver of economic growth. The skills gap between rich and poor countries explains many of their income differences. The skills gap is a determinant of structural change, the process by which economies grow certain sectors (like manufacturing and services) and shrink others (like agriculture) in the process of achieving high-income country status and reducing poverty. The skills gap both affects and is affected by every other aspect of the economy: agricultural productivity, health, poverty rates, and fiscal capacity. This course will examine the economic policies that are essential for nations to upgrade the skills of their workforce, including the fiscal policies to finance those investments. The course will also explore complementary economic policies--in areas from labor markets to agriculture to healthcare--that allow maximum returns to skills investments.

**Class Format:** Students will meet the professor in pairs, approximately one hour each week.

**Requirements/Evaluation:** During a typical week one student in the pair will write a short paper, and the other will respond. The following week the roles will be reversed. Evaluation will be based on the papers written as well as the responses.

**Prerequisites:** For CDE Fellows: fall semester courses. For undergraduates: Econ 251, Econ 252, and Econ 255, or permission of instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** CDE Fellows, Economics majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 508 (D2) ECON 308 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA David K. Evans

### **ECON 532 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532 ECON 375

#### **Primary Cross-listing**

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 532 (D2) ECON 375 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2023

TUT Section: T1 TBA Michael Samson

### **ECON 538 (S) Resilience and Macroeconomic Policy**

Despite tremendous improvements in combating global hunger and child mortality, an increasing number of the world's population continue to live in fragile conditions, buffeted by climate change, conflict, forced migration, weak governance, and state inability to deliver basic services to its citizens. Setting macroeconomic policy is difficult in such countries. Not only are decisions affected by policymakers' distorted incentives and governments' internal conflicts, fragility also weakens policy transmission mechanisms and constrains policy spaces. This course aims at identifying the causes and consequences of fragility and at discussing how policies should be changed to enhance resilience in such countries. The course will, first, look into the

definition and characteristics of fragility, its numerical representation, and its causes and main consequences. The course will also highlight how policy is made in states of fragility, in particular, fiscal policy, monetary policy, exchange rate policy, export promotion policy, etc.), as well as consider policy interactions. Finally, the course will focus on efforts to mitigate fragility and enhance resilience in such countries, including the role of structural policies and that of international financial institutions.

**Requirements/Evaluation:** Students will write 5-6 papers during the term, and will prepare and deliver formal comments on 5-6 papers written by other students. The required text is "Macroeconomic Policy in Fragile States," edited by Ralph Chami, Raphael Espinoza, and Peter Montiel, 2021, OUP.

**Prerequisites:** ECON 252 and ECON 255

**Enrollment Limit:** 10

**Enrollment Preferences:** Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

TUT Section: T1 TBA Ralph Chami

### **ENGL 131 (S) All About Sonnets (WS)**

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

**Class Format:** first week in regular class meetings, followed by weekly tutorial meetings in pairs

**Requirements/Evaluation:** five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Spring 2023

TUT Section: T1 TBA Alison A. Case

### **ENGL 234 (F) The Video Essay**

While people today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer

still have had the opportunity to think *with* the medium, exploiting the resources of film and video in their efforts to understand how these media work on viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in the use of Adobe Premiere Pro, students will spend the term alternately making short video essays and commenting on the essays produced by their partners. Note that this is primarily a course in film analysis: students will not shoot any original material. No prior experience is required.

**Class Format:** We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating video essays on film topics, and writing commentaries on the essays of their partner.

**Requirements/Evaluation:** four written exercises (1-2 pages); five video essays, increasing from two to six minutes; and four written commentaries on one's partner's video essays.

**Prerequisites:** permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores; first-year students; English majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

Fall 2022

TUT Section: T1 TF 1:10 pm - 2:25 pm Shawn J. Rosenheim

### **ENGL 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

#### **Secondary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

## **ENGL 290 (F) Technologies of Friendship**

**Cross-listings:** ENGL 290 STS 290

### **Secondary Cross-listing**

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships has been complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, and social media.

**Requirements/Evaluation:** Students will write essays and critique their partner's essays in alternate weeks.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** STS concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 290 (D2) STS 290 (D2)

Fall 2022

TUT Section: T1 TBA Ezra D. Feldman

## **ENGL 343 (S) Whitman and Dickinson in Context (WS)**

In this tutorial, we will read closely the works of two of the most influential and experimental poets in the nineteenth-century U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform an American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition, slavery, women's suffrage, temperance, and settler colonialism. We will consider what role their whiteness plays in their poetry and personas. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

**Requirements/Evaluation:** five 5- to 7-page papers, final paper, oral presentation and critique

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write at least five 5-7 page papers, five responses to their partner's writing, and on-going commentary from the instructor on their writing skills.

**Attributes:** ENGL Literary Histories B

Spring 2023

TUT Section: T1 TBA Kathryn R. Kent

**ENVI 212 (F) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** ENVI 212 ECON 214

**Secondary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

**ENVI 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

**ENVI 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Primary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

## **ENVI 310 (F) Design for the Pluriverse: Space, Ecology, Difference (DPE)**

**Cross-listings:** ARTS 314 ENVI 310

### **Secondary Cross-listing**

Space plays a central role in structuring how people enact, reproduce, and refashion social relations over time. Spatial forms, such as architecture and urbanism, are enmeshed in relationships, contestations, and processes of change. This course investigates the built environment as enabling or preventing specific spatial practices, mainly those of underrepresented communities. We will study the role of Western technical rationality in producing and maintaining racist, heteropatriarchal, and ecocidal forms of oppression. Using approaches from transition design and techniques from activist design, students will work in pairs to re-imagine a space where different ways of being in the world can thrive and coexist--the pluriverse.

**Requirements/Evaluation:** In this course, students may work in any of the following media or discourses: video/documentary, photo reportage, performance, graphic narrative, activist art, digital humanities (cartographies, countermapping, oral histories, digital archives), 2D/3D modeling, or physical model. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project, but also on participation in tutorials

**Prerequisites:** Students must complete a course of at least 100 level based on their project's medium of choice.

**Enrollment Limit:** 10

**Enrollment Preferences:** Studio Art majors, Art History and Studio Art majors, Envi majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** Costs will depend on the medium chosen for this course, but should not exceed \$200-\$350; students on financial aid may utilize the book grant to defray materials costs.

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTS 314 (D1) ENVI 310 (D1)

**Difference, Power, and Equity Notes:** "Pluriverse" refers to various ways of being in the world. This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating multimedia place-based projects.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

## **ENVI 355 (F) Animals and Society (WS)**

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this tutorial will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Fall 2022

TUT Section: T1 TBA Laura J. Martin

**ENVI 491 (S) The Suburbs** (WS)

**Cross-listings:** AMST 490 ENVI 491 HIST 491

**Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference** (DPE) (WS)

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference

emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshoped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**GBST 480 (F) Media and Society in Africa** (DPE) (WS)

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**GEOS 111 (F) Radical Science- How Geology Changed the Way We See the World (WS)**

Copernicus shocked Europe when he suggested that the Earth is not the center of the universe. Hutton and other geologists made an equally radical proposal more than two centuries later when they introduced the concept of deep time and argued that the Earth was much older than 6,000 years, as determined by biblical scholars. Several decades later, Darwin and Wallace shook the foundation of western philosophy once more when they proposed that organisms evolved. When geologists reinterpreted landscape features once attributed to the great flood as evidence for past continental glaciation, the concept of extreme climate change through time sprang to life. During the 20th century, the permanence of Earth's geography was challenged by the continental drift hypothesis, which was initially rejected for decades until it reemerged as plate tectonic theory. This tutorial explores how geologic breakthroughs challenged western views of humans as the center of creation living in a world with limited change. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** five 5-page papers and five oral critiques of partner's papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** First year students then second year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Students will write five 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** GEOS Group C Electives - Solid Earth

Fall 2022

TUT Section: T1 TBA Paul M. Karabinos

**GEOS 312 (F) Mass Extinctions: Patterns and Processes (WS)**

Over the last 541 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct; during others, groups like the dinosaurs vanished from the planet after tens of millions of years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the Phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Weekly 1-hour tutorial meetings with pairs of students; one required all-day field trip.

**Requirements/Evaluation:** four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set

**Prerequisites:** GEOS 107 or GEOS 212; or permission of instructor + any 200 level GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** This is a tutorial that involves students writing 4 original response papers and one substantial revision to their writing.

**Attributes:** GEOS Group B Electives - Sediments + Life

Fall 2022

TUT Section: T1 TBA Phoebe A. Cohen

### **HIST 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

#### **Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

### **HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

#### **Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as

well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

### **HIST 166 (F) Cold War Films (WS)**

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

**Requirements/Evaluation:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an

enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Jessica Chapman

**HIST 480 (F) Media and Society in Africa** (DPE) (WS)

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**HIST 481 (F) History of Taiwan** (WS)

**Cross-listings:** ASIA 481 HIST 481

### Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 481 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Fall 2022

TUT Section: T1 TBA Anne Reinhardt

### HIST 487 (F) Archive Stories (WS)

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

**Prerequisites:** open to all junior and senior History majors and others with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing

practices, with suggestions for improvement.

**Attributes:** HIST Group G Electives - Global History

Fall 2022

TUT Section: T1 TBA Chris Waters

### **HIST 488 (F) Sites of Memory and American Wars (WS)**

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** At the start of the semester, students will outline what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Karen R. Merrill

### **HIST 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

#### **Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

### **HIST 492 (S) Making Race in Early Modern Europe (DPE)**

In modern scholarship, racism has most often been portrayed as a child of the European Enlightenment, a set of ideas about embodied human difference and its heritability that arose after the abandonment of the Biblical account of human creation and the rise of a new natural science. This tutorial asks: what racial ideas and practices preceded the Enlightenment? Beginning in the late Middle Ages, Europeans participated in enormous economic and cultural transformations, including increased global mobility and the establishment of new, transoceanic empires. Intensified interactions with people in the Americas, Africa, and Asia shaped European understandings of human difference, as did the burgeoning Atlantic economy and its cruelties. In this tutorial, we will place the emergence of modern racism in a long-term perspective, reconstructing the deep history out of which Enlightenment racial theory emerged. Proceeding both chronologically and thematically, we will consider how the major global transformations of the sixteenth through eighteenth centuries shaped European racial understandings with enduring consequence. In the process, we will develop a conceptual vocabulary to describe in a historically sensitive manner how embodied human difference has been interpreted differently across space and time. Throughout, we will read a variety of historical primary sources in conjunction with recent scholarship. Ultimately, our historical study will afford a comparative perspective on contemporary views of races and racism.

**Requirements/Evaluation:** Attendance and active participation; weekly tutorial papers (5 "long" papers and 5 responses).

**Prerequisites:** 200- or 300-level History classes

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and seniors; History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The aim of the tutorial is threefold: (i) to introduce students to the comparative study of race across time and place, in order to help them contextualize and historicize the racial dispensation of the contemporary US; (ii) to treat the history of race not just as a history of ideas and theories, but of practices of race- and knowledge-making; (iii) to advance our understanding of the past through a dialectical process of empirical research and theoretical interpretation.

Spring 2023

TUT Section: T1 TBA Alexander Bevilacqua

### **HIST 495 (S) The Medieval World System: Globalization before 1500 (WS)**

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

**Requirements/Evaluation:** Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Attributes:** HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

TUT Section: T1 TBA Joel S. Pattison

### **INTR 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

#### **Primary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*, *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**INTR 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Primary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, LGBTQ and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

**LEAD 220 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors.

Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

### **MATH 102 (F) Foundations in Quantitative Skills**

This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

**Requirements/Evaluation:** homework, presentations during the tutorial meetings, and projects

**Prerequisites:** access to the course is limited to placement by a quantitative skills counselor

**Enrollment Limit:** 10

**Enrollment Preferences:** students who need most help with the quantitative reasoning

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

Fall 2022

TUT Section: T1 TBA Mihai Stoiciu

### **MATH 308 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

#### **Primary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**MATH 311 (F) Advanced topics in applied mathematics (QFR)**

Applied mathematics is an expansive field that uses mathematical methods to explore problems that arise in biology, physics, engineering, and many other disciplines. In this course, we will explore a diversity of methods that may include stochastic processes, optimization, signal processing, and numerical analysis. We will also explore how these methods can be utilized to understand questions in other disciplines.

**Requirements/Evaluation:** This course will have some combination of problem sets, presentations, exams, and a final project

**Prerequisites:** Differential equations (Math 309) or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** If over-enrolled, the instructor will request a statement of interest

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** Mathematics course

Fall 2022

TUT Section: T1 TBA Julie C. Blackwood

**MATH 329 (S) Discrete Geometry (QFR)**

Discrete geometry is one of the oldest and most consistently vibrant areas of mathematics, stretching from the Platonic Solids of the ancient Greeks to the modern day applications of convex optimization and linear programming. In this tutorial we will learn about polygons and their higher-dimensional cousins, polyhedra and polytopes, and the various ways to describe, compute, and classify such objects. We will learn how these objects and ideas can be applied to other areas, from computation and optimization to studying areas of math like algebraic geometry. Throughout this course we will be engaging with mathematical work and literature from as old as 500 BCE and as recent as "posted to the internet yesterday."

**Requirements/Evaluation:** Evaluation will be based primarily on participation, problem sets, oral presentations, a written midterm exam, an oral final exam, and a final project

**Prerequisites:** MATH 200 or Math 250, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** First-years and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** All of the content in this course is quantitative or formal reasoning.

Spring 2023

TUT Section: T1 TBA Ralph E. Morrison

**MUS 275 (S) Shakespeare through Music (WS)**

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies *Romeo and Juliet* and *Othello*, and the comedy *Midsummer Night's Dream*--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and

ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students majoring or planning to major in Music, English, or Theater.

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write five short essays of 6-7 pages each, and receive oral and written feedback addressign structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Spring 2023

TUT Section: T1 M 7:00 pm - 9:40 pm M. Jennifer Bloxam

### **NSCI 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

**Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

### **PHIL 109 (F) Skepticism and Relativism (WS)**

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

**Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

**Prerequisites:** none; this tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 8

**Enrollment Preferences:** This tutorial was specifically designed for first-year students, and they will be given preference. Do not write to the instructor indicating a special interest, this will make no difference. If oversubscribed, students will be selected randomly.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2022

TUT Section: T1 TBA Joseph L. Cruz

### **PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)**

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, the ethics of protest, and Covid-19. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

**Class Format:** Groups of three students (rather than the more conventional two students) will meet weekly with the professor.

**Requirements/Evaluation:** three tri-weekly tutorial papers and two short papers, oral commentaries, and tutorial discussion

**Prerequisites:** none; this course is suitable for first-year students

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students, sophomores, Philosophy majors, and those who have previously been dropped from the course for over-enrollment

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three tutorial papers of 5-7 pages in length, one of which they will revise and resubmit, as well as two 2-3

page papers. In each, students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** JLST Interdepartmental Electives

Fall 2022

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 127 (S) Meaning and Value (WS)**

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

**Class Format:** This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Four or five tutorial papers (5-6 pages in length), five or six critiques (2-3 pages in length), and one rewrite.

**Prerequisites:** None. This tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 15

**Enrollment Preferences:** First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course meets the 100-level PHIL major requirement.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will meet in pairs or trios for this tutorial. Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2-3 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2023

TUT Section: T1 TBA Melissa J. Barry

**PHIL 211 (S) Ethics of Public Health (WS)**

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

**Requirements/Evaluation:** Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective

requirement, but they may not use both courses to do so.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write five biweekly papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

### **PHIL 213 (F) Biomedical Ethics (WS)**

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

**Requirements/Evaluation:** bi-weekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2022

TUT Section: T1 TBA Julie A. Pedroni

### **PHIL 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Secondary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Primary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**PHIL 326 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** WGSS 336 PHIL 326

**Primary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

**PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)**

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read *The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics* by Benjamin J. B. Lipscomb

before the first meeting, preferably over the summer.

**Requirements/Evaluation:** Tutorial papers and rewrites

**Prerequisites:** At least three PHIL courses, including at least one in moral philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, seniors, juniors in that order

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

**Difference, Power, and Equity Notes:** Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

**Attributes:** PHIL Contemporary Value Theory Courses

Fall 2022

TUT Section: T1 TBA Steven B. Gerrard

### **PHLH 351 (F) Racism in Public Health (DPE)**

In the face of a global pandemic and increased police brutality, states and counties across the nation have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which racism functions in the disciplines of biostatistics, epidemiology, social & behavioral sciences, health policy & management and environmental health sciences while also examining the dynamics of power and history in research and community practice. We will also gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial will most likely elicit uncomfortable and hard conversations about race and requires an openness to self-reflection and the practice of listening and articulation.

**Requirements/Evaluation:** bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

**Prerequisites:** PHLH 201

**Enrollment Limit:** 10

**Enrollment Preferences:** Public Health concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

**Attributes:** PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Marion Min-Barron

### **PHYS 402 (S) Applications of Quantum Mechanics (QFR)**

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 301

**Enrollment Limit:** 10 per sec

**Enrollment Preferences:** Physics and Astrophysics Majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2023

TUT Section: T1 F 1:10 pm - 2:25 pm David R. Tucker-Smith

### **PHYS 411 (F) Classical Mechanics (QFR)**

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class will meet weekly as a whole to introduce and discuss new material.

**Requirements/Evaluation:** weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

**Prerequisites:** PHYS 202 and PHYS/MATH 210 or MATH 309

**Enrollment Limit:** 10/section

**Enrollment Preferences:** majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantative/Formal Reasoning Notes:** weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2022

TUT Section: T1 F 1:10 pm - 2:25 pm Charlie Doret, Daniel P. Aalberts

### **PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, to be selected randomly from list of those enrolled.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Cheryl Shanks

**PSCI 221 (F) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)**

**Cross-listings:** PSCI 221 AFR 224 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**

This weekly tutorial has alternating primary and secondary writers (5pages/2pages). In weekly one-hour sessions, students read their work aloud followed by dialogue and critique. Primary papers are due to respondent/professor 48hrs before the tutorial meets; response papers are emailed to the professor 2hours before the weekly tutorial meets. Readings include: *We Charge Genocide*; Williams J. Maxwell, *F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature*; Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire*; Hugh Wilford, *The Mighty Wurlitzer: How the CIA Played America*; "Part III Supervision and Control of the CIA," *Rockefeller Commission Report*; *Malcolm X Speaks*; Sam Greenlee, *The Spook Who Sat By the Door*; and, *The Murder of Fred Hampton*. The tutorial is open to all students.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 221 (D2) AFR 224 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Fall 2022

TUT Section: T1 TBA Joy A. James

**PSCI 261 (F) The Arab-Israeli Conflict (WS)**

This tutorial will cover the Arab-Israeli dispute--from both historical and political science perspectives--from the rise of the Zionist movement in the late nineteenth century to the present day. It will examine the various explanations that scholars have offered for why the conflict has persisted for so long, how it has evolved over time, the role that outside powers have played in shaping it, and how its perpetuation (or settlement) is likely to impact Middle East politics in the future. More specifically, the class will examine the origins of the Zionist movement; the role that the First World War played in shaping the dispute; the period of the British mandate; the rise of Palestinian nationalism; the Second World War and the creation of the state of Israel; the 1948, 1956, 1967, and 1973 Arab-Israeli wars; Israel's 1982 invasion of Lebanon and its consequences; the promise and ultimate collapse of the Oslo peace process during the 1990s and early 2000s; the rise of groups such as Hamas, Hezbollah, and Palestinian Islamic Jihad; the rightward shift in Israeli politics since 2000; the intensification of Israeli-Iranian antagonism and its implications; the shift in Israel's relations with the Sunni Arab world that has occurred in recent years; and the future of the conflict.

**Requirements/Evaluation:** Biweekly response papers; Biweekly critiques of partner's response papers; Class participation; Final analytical essay

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science Majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** This class will require students either to write a paper or critique their partner's paper on a weekly basis. Students will also be required to redraft their papers--based on feedback from both their partner and the instructor--with the goal of improving their ability to make compelling arguments in writing.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Galen E Jackson

### **PSCI 280 (S) Silicon Valley: Digital Transformation and Democracy (WS)**

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. The universal model is Silicon Valley. In this tutorial, students will examine the origins of the Silicon Valley model and other countries' attempts to emulate it. Departing from "just so" stories of technological determinism, we take up the lens of comparative political economy to investigate the politics that allowed US tech firms to shape economic policy to meet their interests. It is no accident that tech became a symbol for economic growth in the 1970s, precisely when it also began to build powerful alliances in Washington. After investigating the origins of the Silicon Valley model, we trace attempts to adopt it in Europe and Asia, which highlight the model's political contingencies and some of the more salient conflicts over the tech sector. We focus on the ways in which the Silicon Valley model can threaten social welfare through economic inequality and precarious employment, and engage a variety of perspectives, including workplace ethnography, to examine these threats, as well as potential regulatory responses. The course concludes by considering what policies could be appropriate for supporting, while also regulating, the tech sector in the twenty-first century.

**Requirements/Evaluation:** Five 5-page papers; five 2-page responses; participation

**Prerequisites:** One introductory course in political science and/or permission of the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to sophomores and juniors majoring in PSCI and POEC.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write essays each week. In addition, students will read each others' work and engage in structured critique.

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2023

TUT Section: T1 TBA Sidney A. Rothstein

### **PSCI 291 (S) American Political Events (WS)**

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events--concrete, discrete things that happen in and around the political world--are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem

bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

**Requirements/Evaluation:** five 5-to 7-page essays, five 2- to 3-page critiques, and a recorded oral final reflection

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years and sophomores considering a major in Political Science

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** PSCI American Politics Courses

Spring 2023

TUT Section: T1 TR 8:30 am - 9:45 am Justin Crowe

### **PSCI 344 (S) Palestinian Nationalism**

Palestinian Nationalism: This tutorial will cover the history, bases of support, objectives, and accomplishments and failures of Palestinian nationalism over the past century. It will address how the Palestinian nation has been defined, who has defined it, what factions and classes have controlled its organizations, and the reasons why it has failed to achieve its goals. The tutorial will address the evolution of Palestinian nationalism historically and thematically, employing both primary and secondary sources. The readings will consist mostly of Palestinian authors, with an emphasis on documents, histories, and political analyses. Two questions will anchor the tutorial: how is the nation defined and what, if any, class interests are folded into various definitions?

**Requirements/Evaluation:** Read the assigned materials, write a 5-page paper every other week, and comment on the student's partner's paper in the other weeks.

**Prerequisites:** Political Science Majors and students with background in Middle East

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Nationalism

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

TUT Section: T1 TBA Michael D. MacDonald

### **PSYC 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

#### **Primary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**PSYC 323 (F) Visual Consciousness (WS)**

**Cross-listings:** PSYC 323 COGS 323

**Secondary Cross-listing**

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

**Requirements/Evaluation:** 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

**Prerequisites:** COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Cognitive Science concentrators and Psychology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 323 (D3) COGS 323 (D2)

**Writing Skills Notes:** In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022

TUT Section: T1 Cancelled

**REL 204 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Secondary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

## **REL 262 (S) Time and Blackness**

**Cross-listings:** AFR 208 AMST 208 REL 262

### **Secondary Cross-listing**

The concept of time has been one of the most examined, yet least explicitly theorized, concepts in Africana Studies. While the field is saturated with historical studies and literary analyses that take up issues of cultural memory--which involves thinking about time--time itself has rarely the subject of sustained inquiry. This may be due to its abstractness as an idea, and the level of analysis its conceptualization demands, or because time in the Black experience cannot be understood outside of the meaning of race, which itself is not completely tangible. In this tutorial, "Time and Blackness," we will explore how Black writers across a number of genres--spiritual autobiography, fiction, memoir, literary criticism, and cultural theory--understand time, and create paradigms of time to organize their work. The following questions will structure our investigation: What are the constituent elements of time in Black writings? How does race shape the ways Black writers conceive the experience of time? And, finally, to what can we attribute the recent surge in explicit, theoretical examinations of "time and blackness"?

**Requirements/Evaluation:** assignments will include six 2-page response papers; two 5-page writing assignments; and a final, 10-page review essay on how time is understood in a genre of writing

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** concentrators in Africana Studies, majors in Religious Studies, and majors in American Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 208 (D2) AMST 208 (D2) REL 262 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

TUT Section: T1 Cancelled

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Primary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**REL 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish

eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

### **RUSS 219 (F) Cults of Personality (WS)**

**Cross-listings:** COMP 215 RUSS 219

#### **Primary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 215 (D1) RUSS 219 (D1)

**Writing Skills Notes:** Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2022

TUT Section: T1 TBA Julie A. Cassidy

**RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**SOC 221 (S) Money and Intimacy (WS)**

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

**Requirements/Evaluation:** Each student will be expected to submit five or six 5-6-page essays and five or six brief responses. In addition, each student will be expected to actively participate in tutorial discussions. There will be no final paper or exams.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to submit a 4-5 page essay every other week. During the week when students are not submitting essays, they will submit a brief (1-2 page) response to their partner's essay.

Spring 2023

TUT Section: T1 TBA Marketa Rulikova

**SOC 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Primary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through

ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that

mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

### **STS 290 (F) Technologies of Friendship**

**Cross-listings:** ENGL 290 STS 290

#### **Primary Cross-listing**

Contemporary friendships--whether among roommates, near neighbors, or friends living thousands of miles apart--are highly mediated. We communicate and signal our attachment through Zoom windows, apps, and social media platforms, and we create ambiguous relationships with people whom we "follow" or "friend" without having met in person. Sometimes we text as much as we talk even with intimate friends, and carrying on in-person friendships has been complicated in myriad ways by the Covid-19 pandemic. But friendships have always been mediated, and in this tutorial we will examine how writers across centuries have described the tools and technologies of friendship: some perhaps quaint or sentimental (for example the written letter) and others creepy or invasive (for example Apple's "Find My" app or social media's "suggestions"). We will ask common and important questions, such as "Can one have too many friends?"; "Are long-distance friendships sustainable?"; and "What health risks do we take for friendship, and what other risks do technologies of friendship carry?" Readings will include works of fiction and journalism, and scholarship from psychology, the history of technology, and science and technology studies. The technologies we will consider include emojis, coffeehouses, memes, letters, telephones, video games, and social media.

**Requirements/Evaluation:** Students will write essays and critique their partner's essays in alternate weeks.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** STS concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 290 (D2) STS 290 (D2)

Fall 2022

TUT Section: T1 TBA Ezra D. Feldman

### **STS 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

#### **Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**STS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

Spring 2023

TUT Section: T1 TBA Chad M. Topaz

**THEA 252 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Primary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

**WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Secondary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**WGSS 336 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** WGSS 336 PHIL 326

**Secondary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

**WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

**Secondary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

**WGSS 363 (F)(S) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

# WILLIAMS-EXETER PROGRAMME AT OXFORD UNIVERSITY

Director: Professor Bojana Mladenovic

## THE PROGRAMME

Williams College offers a year-long program of studies at Oxford University in cooperation with Exeter College (founded in 1314), one of the constituent colleges of the University. Williams students will be enrolled as Visiting Students at Exeter and as such will be undergraduate members of the University, eligible for access to virtually all of its facilities, libraries, and resources. As Visiting Students in Oxford, students admitted to the Programme will be fully integrated into the intellectual and social life of one of the world's great universities.

Although students on the Programme will be members of Exeter College, entitled to make full use of Exeter facilities (including the College Library), dine regularly in Hall, and join all College clubs and organizations on the same terms as other undergraduates at Exeter, students will reside in Ephraim Williams House, a compound of four buildings owned by Williams College, roughly 1.4 miles north of the city centre. Up to six students from Exeter College will normally reside in Ephraim Williams House each year, responsible for helping to integrate Williams students into the life of the College and the University. A resident director (and member of the Williams faculty) administers Ephraim Williams House, oversees the academic program, and serves as both the primary academic and personal advisor to Williams students in Oxford.

Students on the Williams-Exeter Programme are required to be in residence in Oxford from Monday, 27 September 2021, until all academic work for Trinity term is complete (potentially as late as at least 25 June 2022) with two breaks for vacations between the three terms. Students enroll for the full academic year, which consists of three eight-week terms of instruction: MICHAELMAS TERM (10 October to 4 December 2021), HILARY TERM (16 January to 12 March 2022), and TRINITY TERM (24 April to 18 June 2022). Students are expected to be in residence to write their first tutorial papers in the week before the eight weeks of instruction begin (0th Week) and to remain in residence during the week after the term ends (9th Week) in order to sit final examinations. Between the three terms there are two intervening five week vacations, during which students may be expected to continue reading as preparation for their upcoming tutorials. Students are required to arrive in Oxford by 27 September 2021 for Programme orientation. Please note these dates will be slightly different for the 22-23 WEPO class.

For more general information on the Williams-Exeter Programme, go to [exeter.williams.edu](http://exeter.williams.edu).

## THE TUTORIAL SYSTEM

Undergraduate instruction at Oxford University is largely carried out through individual or small-group tutorials, in which students meet weekly with their tutor to present and discuss an essay they have written, based on an extensive amount of reading undertaken from an assigned reading list they will receive at the beginning of each term. In addition to the weekly tutorial, students are usually expected to attend a course of lectures offered by the University that corresponds to the material being addressed in their tutorials.

Each student will plan a course of study for the three terms of the academic year in consultation with the director of the Programme. In their capacity as the Tutor for Visiting Students at Exeter College, the director, working closely with Exeter's subject tutors, will arrange the teaching for the students, monitor student progress, be in regular contact with the student's tutors, supervise the examinations that students sit at the end of each academic term, and report on each student's academic progress to the Senior Tutor at Exeter College. There are no "add/drop" periods at Oxford; once a student has made a commitment to a particular tutorial course, and the director has then secured a tutor to teach that course, students cannot back out or change the terms of the tutorial. All tutorials at Oxford are graded, although in exceptional circumstances a tutorial may be converted to pass/fail before the end of the fourth week of term with the permission of the Programme director.

Students are required to enroll in two tutorial courses during Michaelmas term and two tutorials during Hilary Term (each consisting of eight individual tutorial meetings and generally requiring the preparation of eight essays). During Trinity term, students may choose to enroll in either one or two tutorial courses. Although some students take the minimum five tutorial courses, many have enrolled in two tutorials per term for a total of six tutorials over their time at Oxford.

## GRADES AND CREDIT

Grades for each tutorial course reflect the grade assigned to all eight tutorial sessions, including their related essays, considered together, as well as the grade for the final examination. Final examinations last three hours and are always sat in the ninth week of term, following the eight weeks of instruction. For some tutorial courses, tutors may elect to offer the student the option of a final paper or project in lieu of an examination.

Upon satisfactory completion of the requirements for the Williams-Exeter Programme at Oxford University, students receive academic credit for a regular Williams academic year, with each eight-session tutorial plus final examination counting as the equivalent of 1.6 regular semester courses taken at Williams. Grades eventually become a part of their Williams transcript and will be included in the computation of their Grade Point Average.

Tutorial courses in Oxford may be used toward fulfilling the divisional distribution requirement; a student may earn a maximum of three distribution requirements, with no more than one from each division, for the year. All tutorial courses at Oxford meet the Williams College "Writing Intensive" designation, except for those in the studio arts, mathematics, and the sciences. Tutorial courses in Oxford may also be used to meet major requirements. Students are encouraged to check with their department chair(s) to confirm official department policy.

## THE COURSE OF STUDY

In addition to the opportunity to pursue British and Commonwealth Studies, Williams students in Oxford will be able to pursue tutorials in fields in which Oxford is particularly noted (Economics, English Literature, Mathematics, Modern History, Philosophy, Politics, Classics, Theology, the Natural Sciences, etc.). Exeter College also has fellows that are committed to teaching Williams students in three fields: English Language and Literature (with a focus on English literature, 1550-1830 and interests in the rise of the novel and women's writing); History (with interests in medieval and pre-modern Middle East, North Africa, Central Asia, and Eurasia more broadly); and Medical Law and Ethics (with interests in ethics and regulation of emerging technologies such as gene drive and use of artificial intelligence in medical care). Students are thus encouraged to consider undertaking at least one tutorial course in these fields as part of their course of study.

Students should consult the document "How to Make Preliminary Tutorial Choices for WEPO" to get a sense of some of the standard "papers" (courses) available to students studying on the Williams-Exeter Programme at Oxford. The tutorials listed there represent a selection of some of the papers that comprise the Oxford degrees in various subjects and that are taught in tutorial format, although most are not offered every Oxford term. It needs to be emphasized that this is only a partial list, that the tutorial offerings at Oxford University are incredibly rich, and that one of the attractions of the Programme is that it enables students to define, develop, and pursue their academic interests. Students are therefore encouraged to explore all the courses offered at Oxford even if they are not listed in this Catalog.

Tutorial courses are not offered every term and are often accompanied by scheduled lectures. It is therefore imperative that students consult the relevant "faculty" webpages to make sure when the lectures and/or tutorials they wish to take are actually offered. Sometimes, where appropriate, prerequisites are also listed. It must be noted that study in the sciences is not normally accompanied by laboratory work; science majors seeking major credit for tutorials in the sciences should discuss this situation with their major advisors. Students interested in learning more about the possible courses of study available at Oxford should contact the Director of International Education and Study Away.

A full summary of the list of courses offered by subject can be found at: [ox.ac.uk/admissions/undergraduate/courses/course-listing](https://ox.ac.uk/admissions/undergraduate/courses/course-listing). Detailed descriptions of all the courses listed in can be found on the websites of respective departments or faculties the links of which can be found at: [ox.ac.uk/about/departments-a-z](https://ox.ac.uk/about/departments-a-z).

## NON-CREDIT FOREIGN LANGUAGE STUDY

In addition to their regular tutorial courses, students may begin or continue the study of a wide range of foreign languages on a non-credit basis through a variety of arrangements available through the University as well as a number of other educational and cultural institutions in the city of Oxford. Students may put funds from their Programme Cultural Subsidy towards such study.

## APPLICATION

Admission to the Programme is competitive. Students must apply to the The Office of International Education and Study Away by the prescribed deadline (February 1st) and, prior to applying, should consult with the chair of their major department. Any questions students might have about curricular offerings at Oxford can also be raised with the director of the Programme in Oxford. In addition to completing the formal application form, students can expect to be interviewed at Williams and will subsequently need to complete an application for Visiting Student status at Oxford University. All admissions to the Programme are subject to approval by Exeter College. Students can expect to be notified of acceptance before Spring Break. It is normally expected that they will have completed the College's distribution requirement by the end of their sophomore year. In making its decisions, the Admissions Committee of the Williams-Exeter Programme at Oxford University takes student GPA into account, with a general expectation of a minimum GPA of 3.0. More importantly, we expect all applicants to have demonstrated capacity for rigorous independent work and extensive essay writing, and look favorably on those students whose intellectual maturity, curiosity and enthusiasm would best prepare them for a demanding course of study in Oxford. All applicants must identify two Williams faculty members who are willing to provide references. Because of the emphasis at Oxford on weekly written work for each tutorial course, at least one of those faculty members should be able to offer an assessment of the applicant's writing ability.

## **WILLIAMS-MYSTIC: The Ocean and Coastal Studies Semester of Williams College and Mystic Seaport Museum**

**Executive Director: Thomas Van Winkle**

- Rónadh Cox, Edward Brust Professor of Geology and Mineralogy; affiliated with: Geosciences, Williams-Mystic Program
- Catherine Robinson Hall, Associate Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, Maritime Studies
- Tim J. Pusack, Assistant Professor at Williams-Mystic
- Ned G. Schaumberg, Assistant Professor at Williams-Mystic
- Sofia E. Zepeda, Assistant Professor at Williams-Mystic; affiliated with: Williams-Mystic Program, History

The Williams-Mystic Semester offers students a unique opportunity to explore the ocean, travel the Atlantic, Pacific, and Gulf coasts, and conduct original active research of their own design in the humanities and sciences. Williams-Mystic is considered the coastal and ocean studies campus of Williams College. Sophomores, juniors, and seniors of all majors welcome to apply. A term at Williams-Mystic includes credit for one semester plus one Winter Study requirement, as well as writing skills course credit and physical education credit. Four Williams courses are offered as an interdisciplinary curriculum in the semester-long program based at Mystic Seaport, in Mystic, Connecticut: Americans and the Maritime Environment, Literature of the Oceans, Marine Policy, and either Marine Ecology or Oceanographic Processes. Travel includes an offshore voyage on the open ocean sailing aboard a tall ship, a seminar along the Pacific Coast, and a Louisiana field seminar, all of which are cross-disciplinary and interdisciplinary exercises. Students live in historic, cooperative, co-ed houses at Mystic Seaport, the world's largest maritime museum, and have full access to world-class maritime collections, a maritime library, a state-of-the-art Marine Sciences teaching and research center, and diverse coastal habitats (where field research can be undertaken in a wide variety of environments, ranging from tide pools and salt marshes to sandy beaches and estuaries). Students also participate in maritime skills under professional instruction, with choices such as ship carving, music of the sea, shipsmithing, or small boat handling and sailing. Williams-Mystic seeks candidates who are willing to try new things and work in a compelling academic environment. No sailing experience necessary. Participation in Williams-Mystic can also be used in partial fulfillment of the Maritime Studies Concentration at Williams. Admission is competitive, and interested students should email [wmadmissions@williams.edu](mailto:wmadmissions@williams.edu), call [860-572-5359](tel:860-572-5359), or visit the [Williams-Mystic site](#).

### **BIOL 231 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

#### **Secondary Cross-listing**

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

**ENGL 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 231

**Secondary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

**ENVI 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**GEOS 210 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

**Secondary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control

global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

Spring 2023

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

**HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **MAST 211 (F)(S) Oceanographic Processes**

**Cross-listings:** GEOS 210 MAST 211

#### **Primary Cross-listing**

Part of the Williams-Mystic Coastal and Ocean Studies Program, this course provides an introduction to physical, geological, chemical, and biological oceanography. Using local field sites as well as places visited on field seminars, we will investigate why the Earth has oceans, why they are salty, how they move and flow, reasons for sea level change on both long and short timescales, and how our oceans interact with the atmosphere to control global climate. We will emphasise societal interactions with the ocean, and will consider coastal processes including land loss. We will apply an environmental justice and anti-racist lens to our discussions. Field work will take place on shores in southern New England, as well as during field seminars on the Atlantic ocean, the West Coast and the Mississippi River Delta. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Flipped classroom will focus on active learning using data-based exercises. Mini-symposia will involve student research and discussion.

**Requirements/Evaluation:** graded lab exercises, mini-symposium participation, and a research project

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** none

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is taught at our Mystic Seaport campus. Students must be enrolled in the Williams-Mystic Coastal and Ocean Studies Program.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 210 (D3) MAST 211 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2022

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

Spring 2023

LEC Section: 01 TR 9:30 am - 10:45 am Rónadh Cox

LAB Section: 02 T 1:00 pm - 4:30 pm Rónadh Cox

## **MAST 231 (F)(S) Literature of the Sea (DPE)**

**Cross-listings:** MAST 231 ENGL 231

### **Primary Cross-listing**

The ocean, and human relationships with it, have been central features of literatures and cultures around the world for more than a thousand years. But since literary study is typically based around authors' homelands, careful examination of the oceanic experience is often pushed to the periphery--an "empty space" to be crossed between nations, a "vast darkness" antithetical to human life, or a mirror for land-borne concerns. Increasingly, however, scholars and readers are centering the sea and stories about it as a means stepping outside human frameworks of space and time, situating the complex emotions and narratives inspired by the ocean into a complex network of geologic history and teeming other-than-human life. This course examines a wide range of texts and perspectives on the ocean and human relationships with it. Doing so will help us consider how literature both plays into and subverts dominant viewpoints of the ocean. Through texts that consider 19th-century whaling, the Middle Passage, the postcolonial Caribbean, and islands throughout the Pacific Ocean, we will explore a range of questions, including: What can we learn from examining efforts to write about the ocean? How do ocean stories help individuals understand themselves, their communities, and their place in global environments? What can the range of cultural and literary perspectives on our "single, global ocean" reveal about the ways different people are both connected with and profoundly distant from each other? Most importantly, we will practice, as a classroom community, different strategies for carefully reading texts while connecting them to cultural traditions, surrounding environments, and personal experiences.

**Class Format:** weekly roundtable discussions, including coastal and near-shore field trips and multiple field seminars.

**Requirements/Evaluation:** regular papers, class participation, journal-writing, and a final assignment

**Prerequisites:** N/A

**Enrollment Limit:** 25

**Enrollment Preferences:** Williams-Mystic Students only

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** offered only at Mystic Seaport

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 231 (D1) ENGL 231 (D1)

**Difference, Power, and Equity Notes:** This course focuses on the range of cultural perspectives about the sea, as well as the ways those perspectives can unsettle and challenge dominant narratives about the sea and its role in colonial expansion. Furthermore, this course centers voices that are typically overlooked in the genre of "Sea Literature," paying particular attention to Indigenous and African-American narratives about the ocean.

**Attributes:** AMST Arts in Context Electives ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

Spring 2023

SEM Section: 01 MW 10:30 am - 11:45 am Ned G. Schaumberg

## **MAST 311 (F)(S) Marine Ecology**

**Cross-listings:** BIOL 231 MAST 311

### **Primary Cross-listing**

We have explored only a fraction of the ocean, with about 10% of marine species classified and 20% of the ocean mapped. Many discoveries remain to be made, and marine ecology is one technique to uncover new insights. The field of marine ecology, rooted in the theory of evolution, describes the mechanisms and processes that drive the diversity, abundance, and distribution of marine organisms. The goal is to document natural patterns and make predictions about how species will respond to environmental changes by investigating the relationship between the abiotic environment and biotic interactions. This course will take a deep dive into the unique challenges to life in the ocean. You will compare and contrast different marine ecosystems, such as coral reefs, kelp forests, and the deep sea. You will also practice a marine ecologist's skillset as you design, carry out, and analyze your own research project, which will improve your scientific writing, data analysis, and communication skills. Importantly, you will connect your research and course topics to larger marine conservation issues and broader societal impacts.

**Class Format:** including coastal and near-shore field trips, 10 days offshore, and a laboratory or field research project

**Requirements/Evaluation:** two tests, a research project, and a presentation

**Prerequisites:** BIOL 101 or GEOS/MAST 104, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** none

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** This course is only offered through the Williams-Mystic Maritime Studies Program located in Mystic, CT. satisfies the distribution requirement for the Biology major.

**Distributions:** (D3)

**This course is cross-listed and the prefixes carry the following divisional credit:**

BIOL 231 (D3) MAST 311 (D3)

**Attributes:** ENVI Natural World Electives EXPE Experiential Education Courses

Fall 2022

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

Spring 2023

LEC Section: 01 TR 11:00 am - 12:15 pm Tim J. Pusack

LAB Section: 02 R 1:00 pm - 4:30 pm Tim J. Pusack

**MAST 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project

with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **MAST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

#### **Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

**PSCI 319 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

# WILLIAMS PROGRAM IN TEACHING

Director: Susan Engel

The Program in Teaching offers a coordinated cluster of courses, advising and field work that give students the opportunity to study the ideas, questions, and practices involved in good teaching at all levels. The Program seeks to promote and facilitate an exchange of ideas about teachers, learners, and schools, within and beyond the Williams campus. The Program offers a range of opportunities including courses on education, intensive supervised student teaching, workshops, advising, lecture series, and ongoing peer groups for those who teach.

Students may participate in a variety of ways, ranging from taking one course to a sustained in-depth study of teaching and learning geared to those who want to become teachers or educational psychologists. We seek to connect students with one another, to bring in expert teachers to provide mentoring, and to create links across the curriculum so that students can see the vital connections between what they study (French, Algebra or Biology, for example) and the process of teaching those topics to elementary and high school students. The Program is open to any student interested in education and offers opportunities for all levels of interest, including those who want to find out about certification and graduate study.

No specific major is required to participate—although some lend themselves easily to certification, such as Mathematics, English, Biology, American History, or French, almost all of our majors can provide the basis of teacher certification. Alternately, students can major in Psychology, take a concentration of courses in a different field, and then pursue that content area more intensively in graduate work. More information can be found at [program-in-teaching.williams.edu](http://program-in-teaching.williams.edu).

## TEAC Related Courses

### AMST 379 (S) American Pragmatism

**Cross-listings:** PHIL 379 AMST 379

#### Secondary Cross-listing

Along with jazz, pragmatism stands as the greatest uniquely American contribution to world culture. As the music wails in the background, we will study the classic pragmatists: William James, C. S. Peirce, and John Dewey. We will continue with the contemporary inheritors of the tradition: Cornel West, Richard Rorty, and Hilary Putnam. Although it has influenced both analytic and continental philosophy, pragmatism is a powerful third philosophical movement. Always asking what practical difference would it make, our authors investigate the central questions and disputes of philosophy, from epistemology and metaphysics to ethics and religion. Rather than seeing philosophy as an esoteric discipline, the pragmatic philosophers (with the possible exception of Peirce) see philosophy as integral to our culture and see themselves as public intellectuals.

**Requirements/Evaluation:** final paper, several short assignments

**Prerequisites:** at least two PHIL courses

**Enrollment Limit:** 25

**Enrollment Preferences:** Philosophy and American Studies majors, then seniors and juniors of any major

**Expected Class Size:** 12-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 379 (D2) AMST 379 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives PHIL History Courses TEAC Related Courses

Not offered current academic year

### PSYC 333 (S) Children's Minds (WS)

Humans stand out in the animal world for their capacity to develop ideas and consider those of other people. Where does this capacity come from, and how does it develop? Why do some people seem more inclined to consider ideas than others? What can schools do to foster the pursuit of ideas? Young children ask questions, tell stories, speculate, invent, and predict. By middle childhood, they are capable of constructing ideas about any number of complex topics: death, justice, infinity, and the nature of time, to name four. Yet by adolescence only some people are disposed to pursue ideas. We will examine data on children who collect objects (such as bugs or rocks) and information (about things like dinosaurs, contagion, and

death), and examine the role such collections play in the capacity to construct ideas. We will consider research on how and when children puzzle over philosophical problems (for example, identity and fairness), how they learn to plan, their ability to learn from thought experiments, their emerging conception of what an idea is, and what they know about knowledge and its role in shaping beliefs and making decisions. We will also spend time looking at individual and cultural variation, as well as the influence of adults. We will read work in developmental, educational and cognitive psychology, as well as anthropology.

**Requirements/Evaluation:** Each week one member of the tutorial pair will write a 5-7 page essay answering a specific question, and the other member of the pair will write a response. The goal is for each student to write 5-6 papers, and 5-6 responses during the term.

**Prerequisites:** PSYC 232 or PSYC 272

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and those involved in the Program in Teaching

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Students will receive extensive feedback on their writing each week, both from the professor and their partner. Further, students will have the opportunity to rewrite two of their papers in light of the feedback that they receive during the semester.

**Attributes:** PSYC Area 3 - Developmental Psychology TEAC Related Courses

Not offered current academic year

### **PSYC 341 (S) Stereotypes, Prejudice, and Discrimination**

**Cross-listings:** PSYC 341 WGSS 339

Primary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

**Class Format:** empirical lab course

**Requirements/Evaluation:** weekly brief papers, oral reports, two longer papers

**Prerequisites:** PSYC 201 and 242

**Enrollment Limit:** 16

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 341 (D2) WGSS 339 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Not offered current academic year

### **TEAC Teaching Sequence Courses**

#### **AFR 318 (F) Defining and Disrupting the School-to-Prison Pipeline**

**Cross-listings:** PSYC 334 AFR 318

### Primary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 334 (D2) AFR 318 (D2)

**Attributes:** AFR Core Electives JLST Interdepartmental Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### AFR 324 (S) Critical Perspectives in Special Education

**Cross-listings:** AFR 324 PSYC 337

### Primary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 324 (D2) PSYC 337 (D2)

**Attributes:** AFR Core Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### AFR 358 (F) Mapping Anti-Bias Education

**Cross-listings:** PSYC 377 AFR 358

### Primary Cross-listing

In this course, we will use theories and data to define anti-bias education in childhood contexts and examine its application across U.S. schools and childcare centers, families, and the media environment. We will ask ourselves: What do we know about the need for anti-bias education among non-marginalized and marginalized children, including those who are minoritized for their ethnic-racial, gender, and/or sexual identities? How are

various biases and identities shaped in childhood? Which media-based and interpersonal interventions can be effective with anti-bias education and why? What are some of the contemporary hesitations and challenges around implementing anti-bias education for educators, families, and children? What are some of the practices that marginalized families are already implementing? As we explore approaches and possibilities for anti-bias education across children's ecosystems, we will propose innovative recommendations for research and practice that have the potential to yield positive outcomes for today's children.

**Requirements/Evaluation:** Weekly 1-page reflection papers (graded on a pass/fail basis), one 3-5 page mid-term paper, one final 7-10 page paper or approved project

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 377 (D2) AFR 358 (D2)

**Attributes:** AFR Core Electives PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

### **AFR 384 (S) Media, Race, and U.S. Black Families**

**Cross-listings:** AFR 384 PSYC 363

**Primary Cross-listing**

In this course, we will work to synthesize what we know about some of the key socializing forces for U.S. Black youth today. We will focus on how families, entertainment media, and the news can socialize Black children. Drawing on a range of theories and data we will examine how family members communicate about issues of identity and how media can come into play. What do we know about how U.S. Black families communicate about identity? What gaps remain in our knowledge, and how can we find the answers? What can we learn about today's media content when we apply research-informed lenses? What predictions can we make about its potential uses and effects among Black families? We will identify central research areas that warrant further attention and consider which methodologies would best work to fill those gaps. We will prioritize approaches that highlight the agency and strength of U.S. Black families and of youth themselves.

**Requirements/Evaluation:** 1 in-class presentation, two 2-5 page papers, and one 7-10 page final research proposal (that builds on the two shorter papers)

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 384 (D2) PSYC 363 (D2)

**Attributes:** AFR Core Electives PSYC Area 6 - Other/Interdisciplinary Psychology TEAC Teaching Sequence Courses

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

### **PSYC 101 (F)(S) Introductory Psychology**

An introduction to the major subfields of psychology: behavioral neuroscience, cognitive, developmental, social, and psychological disorders and treatment. The course aims to acquaint students with the major methods, theoretical points of view, and findings of each subfield. Important concepts are exemplified by a study of selected topics and issues within each of these areas.

**Class Format:** Lectures will be presented during the scheduled time. To complement the lectures, students will participate in two short discussions/laboratory experiences that will be offered at a variety of times outside the lecture period.

**Requirements/Evaluation:** five unit quizzes, a final exam, and two brief lab reports (or related brief reports, depending on the availability of labs)

**Prerequisites:** none

**Enrollment Limit:** 180

**Enrollment Preferences:** First-year students and sophomores

**Expected Class Size:** 180

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** NSCI Required Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 MWF 10:00 am - 10:50 am Noah J. Sandstrom, Clarence J. Gillig

Spring 2023

LEC Section: 01 MWF 10:00 am - 10:50 am , Clarence J. Gillig, Noah J. Sandstrom

### **PSYC 221 (F) Cognitive Psychology**

This course surveys research on human cognition. Topics include perception, attention, learning, memory, categorization, language, judgment, decision making, reasoning, and problem solving.

**Requirements/Evaluation:** two midterms and a final exam

**Prerequisites:** PSYC 101 or permission of instructor

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** COGS Interdepartmental Electives PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 TR 8:30 am - 9:45 am Kris N. Kirby

### **PSYC 232 (F)(S) Developmental Psychology**

An introduction to the study of human growth and development from conception through emerging adulthood. Topics for discussion include prenatal and infant development, perceptual and motor development, language acquisition, cognitive development, and social and emotional development. These topics form the basis for a discussion of the major theories of human development, including those about early experience, neural plasticity, dynamic systems, information processing, social learning, attachment, parenting, and family systems.

**Requirements/Evaluation:** attendance and active class participation, 3 exams (2 midterms and final), and regular writing assignments

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** Preference will be given to sophomores and junior psychology majors and senior psychology majors who still need to fulfill a 200-level requirement.

**Expected Class Size:** 50

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 TF 1:10 pm - 2:25 pm Cynthia Guo

Spring 2023

LEC Section: 01 MR 2:35 pm - 3:50 pm Cynthia Guo

### **PSYC 242 (F)(S) Social Psychology**

A survey of theory and research in social psychology. Topics include conformity, group dynamics, stereotyping and prejudice, aggression, altruism, attraction and love, the self, social perception, attitudes and attitude change, and cultural psychology. Applications in areas such as advertising, law, economics and business, and politics will also be discussed.

**Requirements/Evaluation:** two in-class exams, one paper 5 - 10 pages), and a final exam

**Prerequisites:** none

**Enrollment Limit:** 180

**Enrollment Preferences:** Psychology majors; then sophomores and first-years.

**Expected Class Size:** 90

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Kenneth K. Savitsky

Spring 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Kenneth K. Savitsky

### **PSYC 272 (S) Psychology of Education**

This course introduces students to a broad range of theories and research on education. What can developmental research tell us about how children learn? What models of teaching work best, and for what purposes? How do we measure the success of various education practices? What is the best way to describe the psychological processes by which children gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? The course will draw from a wide range of literature (research, theory, and first-hand accounts) to consider key questions in the psychology of education. Upon completion of the course, students should be familiar with central issues in pre-college education and know how educational research and the practice of teaching affect one another.

**Class Format:** discussion

**Requirements/Evaluation:** two exams and a final project

**Prerequisites:** PSYC 101

**Enrollment Limit:** 50

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 50

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC 200-level Courses TEAC Teaching Sequence Courses

Spring 2023

LEC Section: 01 MWF 8:30 am - 9:45 am Susan L. Engel

### **PSYC 327 (S) Cognition and Education**

This class will examine two interrelated topics in education. One is societal issues in schooling, such as educational inequality, tracking, dropping out, international differences, and fads. The other is principles in the cognitive psychology of learning, such as desirable difficulty, that can be used to improve educational practice. The readings will mostly be scientific articles.

**Requirements/Evaluation:** Daily quizzes, student presentations, empirical research papers, an essay, and class participation

**Prerequisites:** PSYC 221 or 222, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3)

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Nate Kornell

LAB Section: 02 M 1:00 pm - 4:00 pm Nate Kornell

### **PSYC 332 (F) Children's Mathematical Thinking and Learning**

Are babies statistical experts? Will I ever be good at calculus? What are we born with and what do we learn? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their informal understanding of geometry, space, and number to successfully navigate their environments. In this course we read and discuss both foundational and cutting-edge articles from neuroscience, cognitive science, education, and psychology to understand how humans bridge this gap between the informal and formal mathematical worlds. We will also tackle questions such as: How do culture and language affect numerical understanding? What are the sources of children's mathematical misconceptions? What are the effects of early environmental input or input deprivation on mathematical development? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? For your laboratory component, you will work with a small group of other students to develop an original research project that tests a specific hypothesis about children's mathematical thinking and learning. Data will be collected either online or in community schools, with the permission of parents, teachers, and children. Your results will be written-up in for your final paper, which will be in the style of an empirical journal article.

**Class Format:** community-based data collection in local schools

**Requirements/Evaluation:** class participation, discussion leader, weekly open-notes reading quizzes, individual 12- to 15-page final paper based on empirical group research project

**Prerequisites:** PSYC 201 and PSYC 232 or permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** Psychology majors, upperclassmen, students with a demonstrated interest in the course material

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 3 - Developmental Psychology PSYC Empirical Lab Course TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 334 (F) Defining and Disrupting the School-to-Prison Pipeline**

**Cross-listings:** PSYC 334 AFR 318

### Secondary Cross-listing

The school-to-prison pipeline describes a system of processes that pushes children out of school into jails and prisons. This course will explore the pipeline and the relationships between school, prison, and society. We will begin with the history and creation of the modern-day school-to-prison pipeline, focusing on the educational and public policies that encourage the criminalization of "others", with particular emphasis on folks of color and under-resourced communities. We will also look to firsthand accounts from those pushed into the pipeline to humanize the topic and engage in thoughtful and compassionate discussion. Together, we will define "school" and "prison", identifying how these definitions are aligned with the most current iteration of the pipeline, and how they can help us as we work to dismantle it.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 334 (D2) AFR 318 (D2)

**Attributes:** AFR Core Electives JLST Interdepartmental Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### PSYC 337 (S) Critical Perspectives in Special Education

**Cross-listings:** AFR 324 PSYC 337

#### Secondary Cross-listing

What makes special education "special"? This course will explore the role, purpose, and function of special education in the United States. Given special education's assumption of dis/ability (Baglieri, 2012), we will also create collective and individual frameworks for discussing and deconstructing dis/ability. This course will examine history, policy, and pedagogy related to special education; we will also discuss how law and school practices have systemically and systematically excluded students of color from general education classrooms, leading to the overrepresentation of Black, Indigenous, and Latinx children in special education. We will listen to narratives shared by people with dis/abilities and our educational histories to understand how personal connections to special education influence our current beliefs and future practice.

**Requirements/Evaluation:** Assignments for the course include ongoing journal assignments, two 3-5 page papers, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Africana Studies concentrators and Psychology Majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 324 (D2) PSYC 337 (D2)

**Attributes:** AFR Core Electives PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### PSYC 338 (S) Inquiry, Invention and Ideas

Children tinker, explore and create, but some more than others, and under some conditions more than others. What leads children to investigate, invent and build their own ideas? We will examine the development of curiosity, invention, and the ability to have or construct an idea. We will also look at what accounts for individual differences between children, including the role of intelligence, creativity, social cues, and opportunity. We will look at how these processes unfold at home and in school, and discuss the educational implications of the research we read, and the research we conduct.

**Requirements/Evaluation:** three 3- to 5-page essays, two child observations and a 7- to 10-page final paper

**Prerequisites:** PSYC 101, and PSYC 232 or PSYC 272, or permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** preference given to Psychology majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** PSYC Area 3 - Developmental Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 363 (S) Media, Race, and U.S. Black Families**

**Cross-listings:** AFR 384 PSYC 363

Secondary Cross-listing

In this course, we will work to synthesize what we know about some of the key socializing forces for U.S. Black youth today. We will focus on how families, entertainment media, and the news can socialize Black children. Drawing on a range of theories and data we will examine how family members communicate about issues of identity and how media can come into play. What do we know about how U.S. Black families communicate about identity? What gaps remain in our knowledge, and how can we find the answers? What can we learn about today's media content when we apply research-informed lenses? What predictions can we make about its potential uses and effects among Black families? We will identify central research areas that warrant further attention and consider which methodologies would best work to fill those gaps. We will prioritize approaches that highlight the agency and strength of U.S. Black families and of youth themselves.

**Requirements/Evaluation:** 1 in-class presentation, two 2-5 page papers, and one 7-10 page final research proposal (that builds on the two shorter papers)

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 384 (D2) PSYC 363 (D2)

**Attributes:** AFR Core Electives PSYC Area 6 - Other/Interdisciplinary Psychology TEAC Teaching Sequence Courses

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

### **PSYC 372 (F) Advanced Seminar in Teaching and Learning**

This advanced seminar will give students an opportunity to connect theory to practice. Each student will have a teaching placement in a local school, and participate in both peer and individual supervision. In addition, we will read a range of texts that examine different approaches to teaching, as well as theory and research on the process of education. What is the best way to teach? How do various theories of child development and teaching translate into everyday practices with students? Students will be encouraged to reflect on and modify their own teaching practices as a result of what we read as well as their supervision. Questions we will discuss include: What is the relationship between educational goals and curriculum development? What is the relation between substance (knowledge, skills, content) and the interpersonal dynamic inherent in a classroom setting? How do we assess teaching practices and the students' learning? What does it take to be an educated person?

**Requirements/Evaluation:** this course involves a field placement, weekly readings, as well as seminar discussion, supervision, and a graded journal

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors and those who plan to become teachers

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** EXPE Experiential Education Courses PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Susan L. Engel

### **PSYC 373 (F) Critical Issues in Learning and Teaching**

In this seminar we will take a deep dive into several key topics in education. We will examine psychological research as well as a range of other materials (essays, film, recordings of children and personal experiences) to help answer a series of questions, including: Does the kind or quality of schooling have a measurable impact on children? How do you create curriculum? How does one conduct high quality classroom observations? What do good teachers have in common? What is the best way to help teachers get better at what they do? Can remote learning work well in K-12 settings?

**Class Format:** Students will meet in small groups with the professor. Each group will meet for a tutorial-like session once a week. We will use students' papers as a jumping off point for our discussions.

**Requirements/Evaluation:** Regular class attendance and full participation, five 5-page papers, and regular written responses to other students' papers. We will also do a variety of in-class activities that may require some independent preparation (gathering materials, or doing brief interviews) and some coordination with one another outside of class time.

**Prerequisites:** PSYC 232 or PSYC 272 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Psychology majors and those involved in the Program in Teaching

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Not offered current academic year

### **PSYC 377 (F) Mapping Anti-Bias Education**

**Cross-listings:** PSYC 377 AFR 358

Secondary Cross-listing

In this course, we will use theories and data to define anti-bias education in childhood contexts and examine its application across U.S. schools and childcare centers, families, and the media environment. We will ask ourselves: What do we know about the need for anti-bias education among non-marginalized and marginalized children, including those who are minoritized for their ethnic-racial, gender, and/or sexual identities? How are various biases and identities shaped in childhood? Which media-based and interpersonal interventions can be effective with anti-bias education and why? What are some of the contemporary hesitations and challenges around implementing anti-bias education for educators, families, and children? What are some of the practices that marginalized families are already implementing? As we explore approaches and possibilities for anti-bias education across children's ecosystems, we will propose innovative recommendations for research and practice that have the potential to yield positive outcomes for today's children.

**Requirements/Evaluation:** Weekly 1-page reflection papers (graded on a pass/fail basis), one 3-5 page mid-term paper, one final 7-10 page paper or approved project

**Prerequisites:** None

**Enrollment Limit:** 18

**Enrollment Preferences:** Africana Studies Concentrators and Psychology Majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 377 (D2) AFR 358 (D2)

**Attributes:** AFR Core Electives PSYC Area 7 - Educational Psychology TEAC Teaching Sequence Courses

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm AnneMarie K. McClain

## Winter Study Specials

SPEC, short for Specials, are courses with topics that are outside our academic department areas of study OR are being sponsored by the Winter Study Committee.

### **SPEC 99 (W) Independent Study: Special**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA

### **Winter Study -----**

### **SPEC 11 (W) Investing: Real money in a Real Fund**

As we explore the world of investing, we'll focus on how to think about valuation, including both public and private firms/investments. Along the way, we'll touch on a host of topics: basic financial accounting, investment instruments, corporate capital structure, portfolio theory, equity and fixed income markets, derivatives, securities analysis, portfolio management, market efficiency, the role of benchmarks, non-financial drivers (ESG, etc.) and algorithmic trading versus fundamental investing. We'll conclude with some thoughts on behavioral finance and its impact on markets. Students will present/teach various topics in the first two weeks culminating in investment pitches to invest the Williams Investment Group's funds. Students will continue to work as a group to actively manage a live brokerage account for the balance of the year through Thanksgiving of 2023. During winter study, will meet three times each week (likely T/Th/F) for two hours each time. Students should expect to put in as least as much time out of class as in.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** There are no prerequisites. Students will apply for spots via two very short short answer questions. There's no mathematical prerequisite, but a comfort with basic algebra and Excel is helpful.

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to Sophomores and First-years, with a slight nod to students exploring a possible interest in finance.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** David '90 P'20, a Founding Partner of Triangle Peak Partners, a venture capital firm, graduated from Williams with Honors in Mathematics. He worked for Bain & Co., MAC Group, and Faye Sarofim & Co. He also holds an MBA from Stanford University.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TRF 10:00 am - 11:50 am David Pesikoff

### **SPEC 12 (W) Connecting the Dots: Intro to Career Development**

In this course, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their search for

meaningful work. Together, the class will embark on a path of career exploration, to uncover and expand knowledge of potential paths. Students will practice lifelong career development skills, from identifying and building their network of mentors, to uncovering the hidden job market, to crafting compelling stories in resumes, cover letters and interviews, and more. Sessions will consist of lectures, group and individual activities, panels, and group discussions. Utilizing activities inspired by Kate Brooks' "You Majored in What?" Burnett and Evans' "Designing Your Life," and the 2022 update of Dick Bolles' classic "What Color is your Parachute?," each meeting will be active and engaging. Because career and personal development happens in every aspect of a student's college experience, we'll feature several visitors from within the Williams College community (peers, alumni, faculty, and staff) to foster networking connections and help students pursue their interests on campus this spring and beyond. Homework will include reading career theory, watching videos, listening to podcasts, working on resumes, cover letters, and internship search action plans, conducting informational interview in fields of interest, planning group and individual presentations on emerging topics in career development, a 2-5 page final reflective paper, and developing their framework for an e-portfolio that they can continue to use throughout their time at Williams. Because of the iterative nature of reflection and exploration, this course has something for students at every stage. However, students who are just getting started articulating potential career aspirations and/or are open to uncover new career paths may benefit most.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** First year students and those who are undecided about their career paths.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Janine Oliver, Director of Career Education, is a high energy idealist. Her background as a special education teacher, mental health counselor, experiential/outdoor educator, and confused college student informs her work as a career educator.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MWF 1:00 pm - 2:50 pm Janine E. Oliver

### **SPEC 13 (W) INFLUENCE(TM): A new currency**

INFLUENCE(TM) as a currency: hybrid course melding principles in economics, sociology, and psychology, The intense program examines core venture capital structures, brand development, and social priming through social media influencers and applies them to create a new fund model where INFLUENCE is the currency. The London Fund's proprietary Echo Chamber methodology and investment approach help students drive the creation of an investment memo and echo memo for two real investments. The class will meet 4 days a week for 3 hours a day. External influencers and lecturers will contribute to the class lectures. Out-of-class work includes competitive research on investments, financial modeling, and social network browsing.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** prior work experience, and preference to psychology, sociology, economics, and political economy majors. The class should have a 50/50 balance of creative and quantitative-focused individuals.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Creator of the Web3 platform INFLUENCE and the founding team of nearly 20 companies, 4 IPOs by 27, and \$2B+ in exits. Directed \$1B+ AUM in his venture and PE funds, Presidential Task Force while at the CIA, and holds a series of patents.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTWR 10:00 am - 12:50 pm Ashesh Shah

### **SPEC 14 (W) Food Justice and the Righteous Entrepreneur**

The pandemic and the simultaneous racial reckoning and awaking that the country has experienced over the last two-plus years have highlighted the fragility of our food system, the thin line between food security and insecurity for so many, and the structural and systemic inequalities that create these realities. DC Central Kitchen, an iconic, food-based social enterprise that was founded in 1989 to turn the notion of charity on its head, has been at the forefront these issues for over three decades. The Kitchen's CEO, Mike Curtin '86, will lead the class on an exploration of food access, food justice and economic opportunity through the lens of DC Central Kitchen's growth and evolution. We will also work through DC Central Kitchen's Eight Rules for Righteous Entrepreneurs, principles that have defined the organization's impact. The class will also discuss the basics of nonprofit management and the roles social enterprise and innovation can have in disrupting a more traditional nonprofit structure. The main text for the class will be [Food Fighters, DC Central Kitchen's First Twenty Five years on the Front Lines of Hunger and Poverty] by Alex Moore, the Kitchen's Chief Development Officer. This will be supplemented by readings and other materials provided by guests who are also engaged in the fight against hunger and for systemic changes to our food system and access to economic opportunity and liberation. Guest speakers will engage with students, share their work and challenge students to look at food justice from environmental, legal, political, racial and economic perspectives. Past guests have included and will include chef and humanitarian, Jose Andres; Pulitzer Prize winning author, Marcia Chatalain; former US Deputy Secretary of Agriculture, Kathleen Merrigan '80; Congressman Jim McGovern; food and racial justice activist, Chris Bradshaw; and several DC Central Kitchen alumni and staff.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** If over enrolled, preference will be given to students closest to graduation.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Mike Curtin '86 is the CEO of DC Central Kitchen and has been responsible for taking the Kitchen from a small mom and pop nonprofit to one of the most respected and impactful social enterprises in the world.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 10:00 am - 12:50 pm Mike Curtin

### **SPEC 15 (W) Past Patterns, Future Visions: Data in the Museum**

The course introduces students to analyzing and visualizing humanities data with a focus on questions that are critical to the future of art museums and other cultural heritage institutions: How can the format and content of museum metadata, especially collections catalogs, be used to promote works of art, and the people and cultures who created them, that have been marginalized? How can museums use data and data analysis in ways that are transparent, accessible, and allow for critique? How can we use data visualization and data storytelling to make museum collections more accessible and welcoming? Students will spend about six hours a week in class learning tools and approaches to humanities data and discussing case studies of museum and cultural heritage data projects at institutions like the Getty and National Gallery of Art. We will use the Williams College Museum of Art Data set, often alongside data sets from other museums, to explore different approaches to data using methods like mapping, text analysis, and network modeling. Outside of class, students will have short readings on different approaches to humanities data and the challenges of humanities data, as well as short assignments that work toward the final project. The final project will be a data analysis and visualization project, with accompanying project journal, on a topic of the student's choice incorporating WCMA's data set.

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** There are no prerequisites. However, students will find the class more approachable if they have already worked with data in spreadsheet formats like google sheets or excel (for example, sorting content and using basic formulas).

**Enrollment Limit:** 15

**Enrollment Preferences:** Sophomores and juniors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Beth Fischer '05 is the Postdoctoral Fellow in Digital Humanities at the Williams College Museum of Art, where she develops digital resources and provides consultation and training in the use of digital tools and methods for museum objects.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TWR 1:00 pm - 3:50 pm Beth Fischer

### **SPEC 16 (W) Stress reduction and focus-finding with kanban: managing self and workflows in small steps**

This course will give students guided instruction and direct practice in using a series of tools intended to help them reduce their stress, improve their focus, and get more out of their learning time. This is the daily practice of personal Kanban and Kata. Using the flipped classroom model, students will spend their time outside of class encountering learning content so that their time in class can be spent practicing and doing the skills of Kanban-Kata, so as to apply the tools of stress reduction to their own lives. As they learn these valuable tools and processes, rooted in an Agile framework, students will also be learning a set of sought after career skills that many companies (most of the technology and finance sectors) hire consultants to deliver to industry leaders. Because of the premium employers put on this collaborative skill-set in the current hiring market, students will benefit from this course not only by learning a proven way to decrease stress and increase focus in their own lives but by establishing a foundation of readiness to enter team-based work environments upon graduation from Williams. Students will read selections from the following works: J. Smart, *Sooner, Safer, Happier*; M. Rother, *KATA*; L. Tilman, *Agility*; Benson & Barry, *Personal Kanban Mapping Work Navigating Life*; C. Walker, *From Contempt to Curiosity*; and S. Tendon, *Hyper-Productivity for Knowledge Work Performance*. Students will leave the course with the following abilities: 1. Better visualize your work to clear your mind: Create your workspace; Modify your workspace as circumstances change; Sort your work items. 2. Better flow your work to create progress: Leverage Work In Progress [WIP] limits; Break stressors down into smaller pieces. 3. Better attack your challenges: Understand current state of challenge; Define target state/resolution. Students leave the course able to continue running their personal organization system thereafter.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** Willingness to try new things and to welcome a sense of play in the pursuit of knowledge.

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors, juniors, sophomores, then first-years

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** For more than two decades Simon has supported learners and leaders from a range of backgrounds and institutions in reducing stress, creating focus, and collaboratively accelerating their learning. He believes our obstacles are also our way forward.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 Cancelled

### **SPEC 17 (W) Personal Resilience in the Face of the Climate Crisis**

Climate anxiety has been demonstrated to negatively impact students worldwide. Hickman et al. (2021), for example, reported that 59% of young people are very or extremely worried about climate change, and 45% say it impacts their daily functioning (2021). In the face of very real environmental challenges, this response is understandable but can lead to feelings of helplessness and inaction. This course seeks to explore the concept of resilience while developing practices for students' own well-being so they can be part of climate solutions. This course will build personal climate resilience in two ways. First, by exploring stories of hope through readings and local field trips, students will learn from people who see reason for action and have found concrete ways to promote equity and resilience in their own communities. The primary text will be "All We Can Save," a book composed of essays, poetry, and art of women leading climate adaptation and mitigation strategies. Local field trips will visit organizations focusing on food sovereignty, material reuse, and environmental justice. Second, students will learn concrete skills in both self-care and personal climate action. Taking small steps in the right direction like these can help students regain a sense of agency that is often lost in the face of issues as large as climate change. The course will meet 3x a week for 2-3 hours at a time. The classes will rotate between reading discussions, field trips, and skill development classes. Out of class work will involve readings, preparing for the paper and presentation, and selected local events. The means of evaluation include a short essay exploring an author from the text in more depth, as well as sharing a personal resilience skill that they currently practice with the Williams community in the form of an interactive demonstration.

[https://www.thelancet.com/journals/lanph/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanph/article/PIIS2542-5196(21)00278-3/fulltext)

**Requirements/Evaluation:** Short paper and final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with a demonstrated interest in climate, sustainability, environmental justice, and mental health will be given preference. This interest can be demonstrated in terms of work experience or coursework.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Christine Seibert is the Sustainability Coordinator for the Zilkha Center for Environmental Initiatives and is working toward a master's degree in sustainability from Harvard Extension School.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Winter 2023

LEC Section: 01 WF 10:00 am - 12:50 pm Christine Seibert

### **SPEC 18 (W) Call-In Walk-In Training for Peer Health**

This course is the full training for students who would like to cover Call In Walk In (CIWI) shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Homework/Outside of Class Work: occasional readings, video viewings, information gathering, requested attendance at campus-wide educational events. Reading Materials: will be provided in class

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Current active members of Peer Health will be chosen first; beyond that, class is open to any student interested in promoting the health and wellness of the student body and/or providing a helping role on campus (RASAN, SAPA, JA, HC/NLT, SAAC, etc)

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Laini is a Health Educator at Williams College, focusing on substance use education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions. She also serves as staff advisor to the Berkshire Doula Project, and ProjectConnect.

Winter 2023

LEC Section: 01 Cancelled

### **SPEC 19 (W) Exploring Healthcare**

Experience in a healthcare environment is essential to exploring the health professions. Through this experiential course, students have an opportunity to clarify their understanding of the rewards and challenges of the practice of allopathic and osteopathic medicine, veterinary medicine, dentistry, allied health professions, or public health. Students will participate in an intensive shadowing internship through a self-identified placement in a geographic location of their choosing. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions and to learn about the systems within which healthcare is delivered. Students will be introduced to fundamental concepts related to patient interviewing, diagnosis, and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region, and expand their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their healthcare experiences with a dual focus: from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally, and these sessions will now be offered remotely so that they can be attended by both on-site and off-site students and to facilitate a broader range of speakers. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and/or factors affecting the health of individuals and communities. They will write a final reflective paper on their experiences. Students are welcome to participate in self-sourced shadowing or volunteering internships in a geographic area where they have housing and transportation. Learn more about sourcing your own shadowing opportunity here. Additionally, we are currently assessing the interest level and capacity for facilitating placements through the '68

Center. **Please fill out this interest form**

(<https://docs.google.com/forms/d/e/1FAIpQLSfI8HwsCTs5UrAW6CEqnquyE-Eraya4OkXjvifswJgcoifRHQ/viewform>) by **October 28, 2022** and we will get back to you during the first week of November about what opportunities will be available within SPEC 19.

**Requirements/Evaluation:** a 10-page paper; participation

**Prerequisites:** open to current sophomores, juniors, and seniors

**Enrollment Limit:** 40

**Enrollment Preferences:** Brief application required Priority will also be given to juniors and seniors who have not previously taken the course

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

INT Section: 01 TBA Janine E. Oliver

### **SPEC 20 (W) Getting to the Big Ideas**

What is the central idea behind any creative enterprise and how does one discover it? What is the artistic inspiration that fuels the creative journey? In this course, we will attend to these questions through an unearthing of the collaborative process of creative discernment. Led by the Emmy-Award Producer and Williams Alumnus Frank Doelger '75 (*Rome*, *John Adams* and *Game of Thrones*), and in conversation with award-winning documentary filmmaker and Professor of Africana Studies Rhon Manigault-Bryant, students will consider multiple narrative forms as they take a deep dive into the big ideas that generate stories. The course is informed by the work of African American science fiction writer Octavia E. Butler (1947-2006). With her collection *Blood Child and Other Stories* as a springboard, and a dynamic scaffolding process, we will explore the manifold creative decisions that inform the transformation of stories from one medium to the other. Each week, student groups will tackle the logistics that drive the creative process, including character formation, animation, music, and storyline. They will develop stories as writers and designers (week one); directors and composers (week two) and producers (week three), and at the end of the course present a culminating project of their collaborative storytelling journey. That final project--the creation of a lookbook--visually tells the stories creatives in a format that is used throughout the television and film industries. Informed by the tutorial style 15 students will be placed into groups of 3, and together will design the lookbook. The entire class will meet twice per week from 11am to 1pm, and each trio will have their own individual meeting times with the instructor(s) for 1.5 hours between 11am and 3pm. Groups will also meet a minimum of 2 hours outside of organized class time. Experts throughout the film and television industries will be "zoomed" in at no additional cost to students.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** students will be selected to the ensure broadest sense of diversity and inclusion (race, gender, identity, etc) as well as diversity of major and field

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$15

Winter 2023

LEC Section: 01 M-F 10:00 am - 11:50 am Frank G. Doelger

### **SPEC 21 (W) Career Exploration: Winter Study Internships!**

Internships amplify academic learning, empower professional development, and increase students' career options. SPEC 21 offers students the opportunity to learn beyond the classroom by providing substantive applied learning experiences focusing on issues such as racial justice/social justice, non-profit/community service, government/policy/law, environment, education & many more! Students have the option of applying to the designated SPEC 21 WS internships posted on Handshake, or to submit self-sourced WS internships. For WS 2022, remote, hybrid, and on-site internship opportunities are eligible. Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. Previous WS Internship Sponsors include: Stockbridge Munsee Community Band of Mohican peoples, Berkshire County Chapter, NAACP, Vera Institute of Justice, Nuclear

Age Peace Foundation, and many others! Throughout the month, students will reflect upon their experiences: Impressions about the organization and its workplace culture. Insights about the structure of their role, the organization and the industry. Professionally-What they have learned about themselves within a professional environment; may solidify an interest in a particular industry and build upon this experience when pursuing future opportunities or support the decision to change direction and explore a new industry. Academically-Future course selection, selection of major, and enhanced, grounded, contributions to class discussions. Williams College Alumni/Parents and other employers will be recruited as Winter Study (WS) Internship Sponsors and create meaningful projects/experiences during the month of January. It is expected that our WS Sponsors will mentor the Williams intern(s) during the course, meet with intern(s) on a regular basis to discuss projects/goals/challenges for the week, and support students' success.

**Requirements/Evaluation:** Short paper and final project or presentation. Students must write a short paper that will become a public record and used as a resource by future students or create a 3-5 minute video; weekly assignments will include completing a Career Action Plan and responding to three questions posted to the EphLink WS Discussion Group. In addition, SPEC 21 winter study interns will have the opportunity to participate in a Winter Study Internship/Summer Experience Fair, career panel discussions, or '68 Center workshops.

**Prerequisites:** Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if they have questions about specific WS internships listed in the SPEC 21 syllabus or self-sourced WS internships.

**Enrollment Limit:** 150

**Enrollment Preferences:** 1st priority- Designated SPEC 21 internships posted on Handshake-WS Internship Sponsors select students based on their applications/possible interviews. 2nd priority-Separate application/evaluation process for students with self-sourced WS internships.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Dawn M. Dellea

### **SPEC 23 (W) Climate Change Science and Solutions: A Practical Guide for protecting our Climate**

The course couples climate change science with a rigorous investigation into solutions that are fair and equitable, economically and technologically feasible, and supported by research in social psychology and behavioral change. It covers the physical basis of global climate change, measurements and climate models, and links them with the psychology of risk perception, social influence, and collective action. The course is motivated by the fact that despite broad scientific consensus on the origins and risks posed by climate change, public and governmental mobilization around the issue has remained remarkably limited. The course is conducted seminar style and includes individual and group projects. We start with the global carbon cycle and the role of greenhouse gasses in the atmosphere. Climate scientists use powerful models and large amounts of data to track past and predict future changes in the climate. We will look at the building blocks of these models and how they feed into reports such as the Intergovernmental Panel on Climate Change (IPCC) Assessment. Next, we will examine climate change solutions. In individual and group projects we will take a look at renewable energy, sustainable farming and forest management practices, dietary changes, and more to assess their potential for reducing carbon emissions, costs, socio-economic fairness, and political acceptance. This will help us become knowledgeable in designing climate solutions at different scales, for diverse communities and various cost constraints. I also plan for us to visit a few sites and hear from guest speakers. Your final project will be a presentation of a realistic and impactful action to combat climate change that uses the scientific, technical, cultural, and climate justice knowledge gained in the course. Your peers will have the opportunity to critically examine your proposal, ask questions and together practice being effective advocates for climate change action.

**Requirements/Evaluation:** Short paper and final project or presentation; Final project or presentation

**Prerequisites:** None

**Enrollment Limit:** 30

**Enrollment Preferences:** 24, if over-enrolled, student selection will be by timestamp of enrollment record or by random selection

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** As director of the Zilkha Center, I have deep knowledge of climate change science & policy, experience teaching in higher ed (faculty member), and an active research record. I hold a PhD in envi stats & policy and have worked at UN, NRDC, think tank.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

**SPEC 24 (W) Class of 1959 TeachNYC Urban Education Program**

SPEC 24 Class of 1959 TeachNYC Urban Education Program Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at \$400 for the term. Further assistance is available for financial aid students.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$400

**Attributes:** EXPE Experiential Education Courses

Winter 2023

INT Section: 01 TBA Tracy Finnegan

**SPEC 26 (W) Entrepreneurship Essentials: the Mindset, the Method, the Reality**

Entrepreneurship is the art and science of generating and applying ideas that solve real-world problems. In this course, students will learn the entrepreneurial method and discover where ideas come from and how they are vetted through the customer discovery process. Students will visit numerous Start Ups and meet dozens of entrepreneurs and their co-founders, funders, and employees to learn what happens, what to watch out for, and how to think about entrepreneurial opportunities. The course will begin in WT (3hrs/day, 9 days) with a review of the idea development tools used in today's startup environment, particularly those pioneered by the Stanford d.School such as the Business Model Canvas and Design Thinking. Particular focus will be on customer discovery and how one determines if an idea is worth pursuing, the "pivots" along the way, and the adaptive mentality needed in a startup. We will also look at the creative process from a personal perspective - how can each student learn to think creatively and what actions can they take. We will compare the creative process in different disciplines to see what is different and what is the same. The second half of the course will take place in San Francisco where we will tap into the strong Bay Area alumni network allowing us to visit start-ups and fast-growing tech companies to compare how they approach their markets. We will look at the influence of company culture, different financing models, and the entrepreneurial ecosystem of the Bay Area. Students will also be given a consulting project from an alumni-run company addressing a current and as yet unsolved problem. Readings: *The Lean Start-up* by Eric Ries, *Thinking Course* by Edward deBono's, *Where Good Ideas Come From* by Steven Johnson, *The Mom Test* by Bob Fitzpatrick as well as articles and podcasts.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** No academic prerequisites

**Enrollment Limit:** 12

**Enrollment Preferences:** Students with a demonstrated interest in Entrepreneurship

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tonio has many years of entrepreneurial and business experience both in the US and internationally. These include the launching of a German language TV channel and inventing a fabric gift wrap product. Bowdoin with an MBA/MA from Wharton/UPenn.

**Materials/Lab Fee:** \$3,100

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Tonio Palmer

**SPEC 27 (W) Arab-American & African-American Communities of Detroit: An Exploration through Interfaith Dialogue**

The Chaplains' Office's Winter Study Course looks at two significant people movements in Michigan -- African Americans during the Northern Migration and Arab Americans, particularly from Syria and Lebanon. These people will give students an opportunity for interfaith dialogue in the context of cultural and ethnic differences. This trip will look at issues related to the environment, poverty and racism in the context of the diversity of religious and spiritual perspectives. This trip allows students to learn from those who are doing the social justice and humanitarian work in an area with a rich but complex history. We hope this course will inspire students to learn more about these issues and how surface explanations are not the ones that lead to solutions. Throughout the entire trip, students will be invited to reflect on questions of ethnicity and race, privilege, and social justice. To this end, students will visit numerous religious and cultural locations, including the Charles H. Wright and the Arab American National museums. Students will also meet with religious leaders about their experiences with social justice in their communities. Instructors: The Rev. Valerie Bailey Fischer, Chaplain to the College, Aseel Abulhab, graduate student at Northwestern University and former Muslim Program Coordinator, and The Rev. Teresa Wakeen, priest missionary, Episcopal Diocese of Michigan (<https://www.edomi.org/congregationallife/the-church-at-crossroads/>).

**Requirements/Evaluation:** final group presentation that will be divided into smaller presentations done by teams of two or three; short paper consisting of a journal that is kept during the course

**Prerequisites:** a reader will be compiled as we consult with faculty

**Enrollment Limit:** 13

**Enrollment Preferences:** based on application

**Expected Class Size:** 13

**Grading:** pass/fail only

Winter 2023

LEC Section: 01 Cancelled

**SPEC 28 (W) Prosecutorial Discretion: Exploring Prejudice, Race and Bias in the Justice System**

For aspiring law students and attorneys, judges or policy makers, civil rights advocates or academics, a keen understanding of the prosecution function is imperative. Prosecutorial decision making is the very core of the criminal justice system. And yet--unlike other arms of the justice system, such as law enforcement or the judiciary--prosecutors have little or no oversight or checks and balances on their decisions and authority. Students will explore the U.S. Constitution's guarantees of Due Process and Equal Protection and aspects of the 4th, 5th and 6th Amendments. Students will read selected works and cases which illustrate the potential for--and consequences of--a justice system vulnerable to unchecked prejudice, racism and bias. Students are encouraged to collaborate with the instructor (available days and evenings) and classmates in their preparation of a 5-7 page research paper. Each student will also do a brief oral presentation sharing their research and findings. This course will require approximately 20 hours of work per week, which includes 6 hours of class time. While this course is designed to stimulate and engage students from ALL majors, it likely will be particularly helpful for those contemplating various careers in law.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Enrollment preference is given to students planning to pursue further studies or careers in law, criminal justice or closely related fields.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Andrew McKenna is a former Special Assistant U. S. Attorney for the Eastern District of Virginia and prosecutor with the U.S. Department of Justice in Washington, D.C., investigating and prosecuting international criminal organizations.

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 TR 6:00 pm - 9:00 pm Andrew McKenna

### **SPEC 29 (W) Down the Road and Across the World: Transformative Education in Pittsfield Public Schools**

By the time you graduate high school, you will have spent somewhere around 12,600 hours sitting in classrooms. When you're a student, you only experience one class at a time-but have you ever thought about the work that goes into running an entire district? From choosing a curriculum to training new teachers, from spending a \$65 million budget to hiring over 2,000 employees, there are countless decisions that district administrators need to make each day. How do they design a school system that meets the needs of thousands of students, and what is their role in creating a more equitable society-starting in pre-school? Over the course of your Winter Study, you will work closely with Judy Rush, Curriculum Director, and Ryan Buggy '19, Equity of Learning District Data Coordinator at Pittsfield Public Schools. Each week, we will explore a new topic within K-12 education, such as the use of data to eliminate identity-based opportunity gaps, the alignment of instructional practices with scientific evidence, and the different services we provide to meet the needs of a diverse range of students. Throughout the entire month, you will also try your hand at creating curriculum resources for our teachers-and even get a chance to use them yourself with students of your own. We will meet once a week virtually and twice a week in person for a total of ~12 hours. During virtual sessions, we will check in on the curriculum design projects and discuss readings from texts such as *The Knowledge Gap* by Natalie Wexler, *Solving Disproportionality and Achieving Equity* by Edward Fergus, and *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. Then, during our in-person sessions, you will have the opportunity to sit-in on meetings between educational administrators and ask questions about their roles. You will also spend some time in the classroom, seeing what it's like to teach in a high-needs public school district, and discuss it with your peers over dinner.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, students will be asked to provide a brief summary (1-3 paragraphs) of relevant K-12 experience and explain why they're interested in the course, particularly if they're considering a career in public education.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 Cancelled

### **SPEC 30 (W) Emergency Medical Technician Training**

This course will prepare students for the National Registry of Emergency Medical Technicians (NREMT) certification, a first step towards applying for state licensure. Upon successful completion of this course and the Commonwealth of Massachusetts Psychomotor (Practical) Examination students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) computer-based cognitive exam. Please note that this course requires an intensive time commitment both in the classroom and for self-study. SPEC 30 is a full-time commitment. Classes will be held Tuesdays and Thursdays from 9 a.m. to 3 p.m. and there will be a significant amount of required work to be completed outside of class. **If you're interested in registering for SPEC 30 please fill out this Application Form:**

**[https://docs.google.com/forms/d/e/1FAIpQLSfjXLEkEB3nJzDKIdYwy0-69a6RxeWEM\\_ZRbRwA3R-aX6Z9fw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfjXLEkEB3nJzDKIdYwy0-69a6RxeWEM_ZRbRwA3R-aX6Z9fw/viewform). The deadline to apply is October 28th, 2022.** There is a \$1,400 cost associated with this course, if this is a barrier to entry for you we will work with financial aid to find a way for you to participate. Those who have a strong interest in healthcare and would actively utilize this training are encouraged to apply.

**Requirements/Evaluation:** comprehensive quizzes; participation

**Prerequisites:** Open to all class years. All participants must be 18 years of age or older.

**Enrollment Limit:** 24

**Enrollment Preferences:** Priority will be given to students who have not taken SPEC 19 or those who have participated in the on-campus version of SPEC 19. A short application essay might also be required.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$1400

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TR 10:00 am - 3:50 pm Janine E. Oliver

### **SPEC 33 (W) Community Arts in Education**

In this course, students will explore the diverse opportunities that fall within community arts and education. As part of the exploration students will research the work of artist educators and arts education programs in a variety of community contexts, develop skills to plan, implement and evaluate arts education programming, and document creative processes and arts education program outcomes. Examine the opportunities for artist-educators in a variety of settings. Develop skills as community arts practitioners including program design, implementation, documentation and assessment. Explore education theories grounded in social justice education with a focus on diversity, equity, and inclusion. Explore the creative process as a means of activism, community development, and youth development. Explore flexible strategies in arts integration across art forms Students will explore community arts education examples across a variety of settings, matching individual interests and career paths. Each student will participate in the design and implementation of a community arts education program providing a practical, real-world experience that links theory and practice. We will meet as a class 3 days a week for 2-3 hours. Each class will have: -a hands on exploration of arts based strategies that can be used flexibly to foster learning, -discussion of the readings/viewings -students will draw from the Integrating the Arts Across the Curriculum text, and a series of video examples. -writing/reflection -students will design their own mini-workshop based on their area of interest Students will have about 7-8 hours of class time and will also have the opportunity to present their final workshop plans

**Requirements/Evaluation:** Final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** I would prefer a limit of about 15 students in order to be able to allow for presentations of student workshop ideas engaging the class in experiential exploration.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 MW 1:00 pm - 3:50 pm Lisa M. Donovan

### **SPEC 34 (W) Reading, Writing, and Eating**

You may have heard that the way to one's heart is through their stomach. How can something as fundamental as food help us understand more about our identity? How can food help us write creatively and convincingly about who we are, whom and what we love, and what we stand for? In this course, we will read about growing, eating, and cooking food, as well as about dining out. We will write in response to the texts we're reading and to the food we're eating. Our goal is to learn how to engage in critical analysis and self-inquiry to better understand writing skills like argument, analysis, grammar, and style, and how to write the personal for a public audience. This course is designed to support students who need extra instruction in the fundamentals of English composition, especially students for whom English is an additional language. Readings and texts will include excerpts from Zauner's Crying in H Mart, Lee's "Coming Home Again," Laymon's Heavy, Foster Wallace's "Consider the Lobster," Chang's The Next Thing You Eat, and more. We'll meet for six hours each week, and the class will occupy significantly more time outside of the classroom-roughly twenty hours a week-during which you'll be engaged in the writing process, the eating experience, and reading for class. There will be at least one group meal at a local restaurant. Students will write three major assignments: a narrative nonfiction essay and two longform reviews.

**Requirements/Evaluation:** A 10-page paper

**Prerequisites:** N/A

**Enrollment Limit:** 12

**Enrollment Preferences:** This is a course ideally for EAL students

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Elizabeth Mikesch is the author of *Niceties: Aural Ardor, Pardon Me (Calamari)*. She teaches at the Bard Microcollege in Holyoke, UMass Amherst, and sometimes Smith.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Winter 2023

LEC Section: 01 Cancelled

LEC Section: 02 MW 1:00 pm - 3:50 pm Elizabeth Mikesch

### **SPEC 35 (W) Making & Managing Choice with Design Thinking**

The course will introduce Design Thinking (or Designery Thinking) as a practice for making and managing choice across a broad range of meaning-making scenarios, from problem-solving to innovation. Design Thinking enables people to create multiple opportunities for positive change that may consist--in a worst-case scenario--in failing fast, and failing cheaply. While learning and practicing Design Thinking participants will develop empathic listening, problem framing, divergent and convergent thinking, creative and analytical problem-solving, risk and failure management, visualizing information, and cross-disciplinary teamwork, among other skills. The course consists of daily (Monday through Friday) 75-minute *sessions* of instruction, followed by approximately 3 hours of self-directed, practical *fieldwork* in teams of 5 to 6 people. Each session will consist of four components: 1. a presentation, recap, or variant of the framework of Design Thinking (including references for further reading, listening, or viewing as appropriate); 2. a description of a specific practice within the framework; 3. illustrations of that specific practice with real-world examples; 4. a description of the self-directed fieldwork assignment, with clarifications as required. Following the first fieldwork assignment, each session will begin with Q&A on challenges or other considerations that arise from the previous sessions' assignment(s). Each team may choose a practical topic to work on in the field for the duration of the course. The topics may be original with each team or shared. We suggest topics familiar enough to the participants to avoid steep learning curves, but not to the point of risking too much bias during the problem framing. The instructor will provide a template for teams to present the outcome of their project during the last session. Failed projects will be integral to the learning experience, and accepted as deliverables.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Applied arts or applied sciences majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Trained in architecture, engineering, design, and city planning, Ralf Korbmacher has practiced Design Thinking since 1988 to create growth opportunities for businesses, GOs, NGOs, and cities in the Americas, Europe, the Middle East, and North Africa.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

LEC Section: 01 MTWR 1:00 pm - 2:50 pm Ralf Lothar Korbmacher

### **SPEC 36 (W) Thinking About Thinking About Healthcare?**

This class will focus on current topics in healthcare (e.g. burnout, health disparities, holistic therapies, communication, health literacy) with the primary objective aimed at exploring career options within the larger healthcare setting. Required reading, viewing, and/or listening assignments will inform classroom discussions. Relevant readings will be taken from books, academic journals, and periodicals. Students will be asked to write weekly reflections that will be used as a tool to contextualize course content and note areas that are of particular interest (or disinterest). Classes will be held primarily in person on Monday, Tuesday, and Thursday evenings between 7 and 9 pm with a (non-mandatory) field trip to a local mobile health van at a time and date to be determined (likely on a weekday during business hours). Selected scheduled classes may be held remotely via Zoom as needed. In-person class time will consist of a combination of short lectures, classroom discussion, and invited talks by individuals who are currently working or who have extensive experience in a broad spectrum of healthcare fields. This class is best suited for any student who is interested in pursuing a career or advanced degree in a healthcare or healthcare adjacent field, or students who are interested in learning about the wide variety of health-related careers that are possible. However, anyone with an interest in healthcare is encouraged to sign up.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Random lottery

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 MTR 7:00 pm - 9:00 pm Sophie Jannen

### **SPEC 37 (W) Drum2Talk: Rhythm, Relationship, and Race**

The students will create music cooperatively in drum circles using West African percussion instruments and participate in guided conversations about Race in America. Recognizing that racism has a profound impact on the lives of ALL Americans, the course will offer many opportunities to engage in and benefit from the emotionally healing aspects of rhythmic expression. The course will be expected to engage with selected readings and audio/visual from the deep breath of literature and media materials on Race, Identity, and Wellness. Additionally, drawing on our class conversations, the students will write and reflect daily in their journals. Although the journals are only for the eyes of the author, the students will submit a 2-page "Reflection of Position paper" due at the beginning and end of the course. The students will learn several important West African Ensemble pieces and the cultural context they fit into their country of origin. The participants will develop and practice the skills of Drum Circle Facilitation in their expected regular small group practice/"jam" sessions outside of the class. They will develop and use rhythmic improvisational skills. They will be able to publicly perform these West African Drum Ensemble rhythms. The students will be expected to have daily conversations with others outside of the course on issues around Race in America, reflect on those conversations in their journals daily, and summarize the essence of those conversations in the class.

**Requirements/Evaluation:** Regular appropriate full participation in discussion about the readings, media materials, and the drumming. Writing reflections in their journal from the frequent conversations they will be expected to have with persons outside of the course. There will be a public performance of the rhythms and music learned during the process of the course.

**Prerequisites:** This course is primarily for those with NO EXPERIENCE playing West African instruments however all levels and ranges of experience are welcomed and will gain in skill level. The primary focus is participation in conversations about Race and Racism.

**Enrollment Limit:** 16

**Enrollment Preferences:** 1.) Those with a stated STRONG desire to engage in conversation on race and identity. 2.) Those willing to explore their own family's relationship to the issues of racism.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Otha is a Drum Circle Facilitator working with a wide range of clients from corporate thru all levels of education, and Wellness. He has taught music at various schools in New England, including Williams College. He has toured as a Concert Pianist.

**Materials/Lab Fee:** \$300

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

LEC Section: 01 TW 4:00 pm - 7:00 pm Otha L. Day

### **SPEC 95 (W) Gaudino Fellowship: Immersive Engagement and Reflection**

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study, based upon a proposed domestic or foreign collaborative project. Student teams should organize their proposed projects around two main components: direct encounter with otherness and self-reflection. Projects will be evaluated on whether they subject the students to "uncomfortable learning", i.e. having an experience that challenges and perhaps alters one's view of what it is to live a good life and the group's commitment to incorporate separate home stays for each fellow as part of

their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience. N.B. Each prospective team needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group application by September 30. Application guidelines can be found at [winterstudy.williams.edu](http://winterstudy.williams.edu). Each student is expected to write a short (3-4 page) self-reflection before leaving for WSP, keep a journal of their experience, as well as write a 8-10 page paper by the end of the Winter Study period reflecting on their experiences and what has changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board's spring meeting in April. The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to \$2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** selection is made on basis of proposal

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Once proposals are approved, the Registrar's Office will register students.

**Attributes:** EXPE Experiential Education Courses

Winter 2023

IND Section: 01 TBA Gregory C. Mitchell

IND Section: 02 TBA Benjamin Twagira

## WOMEN'S, GENDER AND SEXUALITY STUDIES (Div II)

Chair: Associate Professor Gregory Mitchell

### Advisory Committee

- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Marshall Green, Assistant Professor of Women's, Gender and Sexuality Studies
- Bethany Hicok, Lecturer in English; affiliated with: English, Women, Gender & Sexuality Studies
- Kieran Honderich, Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Women, Gender & Sexuality Studies, Public Health
- Abram J. Lewis, Visiting Assistant Professor of Women's, Gender and Sexuality Studies
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology
- Masooma Mukhtari, Visiting Schumann Fellow and Lecturer in Women's, Gender, and Sexuality Studies
- Greta F. Snyder, Visiting Assistant Professor of Women's, Gender, and Sexuality Studies

Women's, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women's, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women's, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

### THE MAJOR

The Women's, Gender and Sexuality Studies major encourages students' exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the Chair of the Program.

### Required Courses

**The major consists of at least 9 courses. The following are required:**

WGSS 101 Introduction to Women's, Gender and Sexuality Studies

WGSS 202 Foundations in Sexuality Studies

WGSS 400-level Junior/Senior Seminar in Women's, Gender and Sexuality Studies. The seminar explores topics in Women's, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

Courses from at least 3 different disciplinary traditions.

At least 3 courses at the 300-level.

At least 1 course that emphasizes feminist/queer theories and/or methodologies.

At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.

## THE DEGREE WITH HONORS

Honors in Women's, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded honors by the Women's, Gender and Sexuality Studies Committee. The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

**A student may become a candidate for honors in Women's, Gender and Sexuality Studies after the following criteria are met:**

In April of the junior year, submission and Women's, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

**At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;**

In the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page "Plan of Action" (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women's, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

## STUDY ABROAD

The Williams College Women's, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women's issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

Antioch College: Comparative Women's Studies in Europe fall semester

Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester

School for International Training: The Balkans: Women and Democratization, fall or spring semester

Jamaica: Gender and Development, fall or spring semester

Mali: Gender and Development, fall or spring semester

The Netherlands: Identity, Gender and Sexuality, fall or spring semester

## FAQ

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

**Can your department or program typically pre-approve courses for major/concentration credit?**

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

**What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. Depends on the level for which the student is seeking major credit (200- vs 300-).

**Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

No.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

No.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. 101 and 402 cannot be fulfilled abroad.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

No.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

None to date.

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** Mix of lectures and seminars

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Kiaran Honderich

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Marshall Green

**WGSS 103 (F) Breeding Controversy: Technologies and Ideologies of Population Control (DPE)**

**Cross-listings:** WGSS 103 STS 102

### Secondary Cross-listing

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

**Requirements/Evaluation:** Weekly paper or response and in-class debate.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 103 (D2) STS 102 (D2)

**Difference, Power, and Equity Notes:** This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

**Attributes:** PHLH Reproductive, Maternal and Child Health

Not offered current academic year

### WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

**Cross-listings:** WGSS 105 ENGL 105

### Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equality and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)**

**Cross-listings:** HIST 110 WGSS 110 ARAB 215

**Secondary Cross-listing**

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

**Requirements/Evaluation:** each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 110 (D2) WGSS 110 (D2) ARAB 215 (D2)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

**Attributes:** HIST Group E Electives - Middle East

**Not offered current academic year**

**WGSS 111 (S) Television, Social Media, and Black Women 'Unscripted'**

**Cross-listings:** AFR 110 WGSS 111

**Secondary Cross-listing**

Nene Leaks, Issa Rae, Zendaya, Oprah Winfrey, Lavern Cox and Joy Reid have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed--these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

**Requirements/Evaluation:** class participation, podcast, vlogs, 10-page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** First year Students

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 110 (D2) WGSS 111 (D2)

**Attributes:** AFR Core Electives FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

**WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**WGSS 127 (S) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** ASIA 127 WGSS 127 CHIN 427 ASST 127

**Secondary Cross-listing**

*Spring Grass (Chuncao)* is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** books and course packet.

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 127 (D1) WGSS 127 (D2) CHIN 427 (D1) ASST 127 (D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

**Not offered current academic year**

**WGSS 138 (F) Spectacular Sex** (DPE) (WS)

**Cross-listings:** WGSS 138 ANTH 138

**Primary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does

spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Requirements/Evaluation:** weekly response papers; students will also select past papers to develop and rewrite as more formal essays

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 138 (D2) ANTH 138 (D2)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Not offered current academic year

**WGSS 139 (S) Living a Feminist Life** (DPE) (WS)

**Cross-listings:** COMP 139 ENGL 139 WGSS 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, *Living a Feminist Life*, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's *A Small Place*, Audre Lorde's *Sister Outsider*, Djamilia Boupacha's memoir, Ana Lily Amirpour's film *A Girl Walks Home Alone at Night*, Sara Ahmed's *Living a Feminist Life*, Valerie Solanas's *SCUM Manifesto*, and bell hooks's *Teaching to Transgress*. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

**Requirements/Evaluation:** five short written assignments and one final research project

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 139 (D1) ENGL 139 (D1) WGSS 139 (D1)

**Writing Skills Notes:** This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

**Difference, Power, and Equity Notes:** This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

**Attributes:** ENGL Literary Histories C

Not offered current academic year

**WGSS 152 (S) The Fourteenth Amendment and the Meanings of Equality (DPE) (WS)**

**Cross-listings:** HIST 152 WGSS 152

**Secondary Cross-listing**

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

**Requirements/Evaluation:** a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** given first to those who have been dropped from this class previously, then to first-years, then to sophomores

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 152 (D2) WGSS 152 (D2)

**Writing Skills Notes:** Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada JLIST Interdepartmental Electives

Not offered current academic year

**WGSS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** WGSS 177 MUS 177

**Secondary Cross-listing**

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

**Requirements/Evaluation:** attendance/participation, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

**Prerequisites:** open to all students; familiarity with musical terminology is helpful but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 177 (D1) MUS 177 (D1)

**Difference, Power, and Equity Notes:** This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources--elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Corinna S. Campbell

**WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** WGSS 200 COMP 232

**Secondary Cross-listing**

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

**Requirements/Evaluation:** active participation, two shorter papers, a midterm, and a longer final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 200 (D2) COMP 232 (D1)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)**

**Cross-listings:** RLFR 202 COMP 292 WGSS 201

## Secondary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. *Conducted in French.*

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers (of 3-5 pages each)

**Prerequisites:** exceptional performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 202 (D1) COMP 292 (D1) WGSS 201 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

**Not offered current academic year**

## WGSS 202 (F)(S) Foundations in Sexuality Studies (DPE)

This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

**Class Format:** discussion

**Requirements/Evaluation:** Class participation, on-line discussion forum, two papers of around 5-7 pages.

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.

**Attributes:** AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Abram J. Lewis

### **WGSS 203 (F) Chicana/o/x Film and Video**

**Cross-listings:** AMST 205 WGSS 203 LATS 203 ARTH 203

#### **Secondary Cross-listing**

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicanxs in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o/x-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o/x representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.

**Class Format:** Discussion-oriented lecture class. In addition to class meetings and readings, students will be expected to watch 3-5 hours of film per week on GLOW or in the library.

**Requirements/Evaluation:** one short paper, mid-term exam, final exam and take home essays

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Art majors; LATS concentrators

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 205 (D2) WGSS 203 (D2) LATS 203 (D2) ARTH 203 (D1)

**Attributes:** AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora ARTH post-1800 Courses FMST Core Courses GBST Borders, Exiles + Diaspora Studies Electives LATS Core Electives

Fall 2022

LEC Section: 01 MW 11:00 am - 12:15 pm C. Ondine Chavoya

### **WGSS 205 (S) Gender and Economics**

**Cross-listings:** WGSS 205 ECON 203

#### **Secondary Cross-listing**

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., AFDC/TANF, parental leave, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

**Requirements/Evaluation:** weekly discussion papers, two midterms, and a final paper and presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** If overenrolled, students will be asked to submit short statement of interest.

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 205 (D2) ECON 203 (D2)

**Attributes:** POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

### **WGSS 206 (S) Narrating Color: Black Women Sing and Write About Complexion**

**Cross-listings:** COMP 236 WGSS 206 AFR 202

#### **Secondary Cross-listing**

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

**Requirements/Evaluation:** Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** This class is specifically designed for first year students. Sophomores can register only with advanced permission.

**Expected Class Size:** 8-10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 236 (D1) WGSS 206 (D2) AFR 202 (D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **WGSS 207 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings**

**Cross-listings:** AFR 205 WGSS 207

#### **Secondary Cross-listing**

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within

the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Love* (2003) and *God Help the Child* (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

**Requirements/Evaluation:** six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** this course is specifically for first-year students and they will receive preference in this class

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 205 (D2) WGSS 207 (D2)

**Attributes:** AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

### **WGSS 208 (S) Designer Genes (DPE)**

**Cross-listings:** WGSS 208 STS 208 AMST 206 ENGL 208

#### **Primary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 208 (D2) STS 208 (D2) AMST 206 (D2) ENGL 208 (D1)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Bethany Hicok

### **WGSS 209 (F) Poverty in America**

**Cross-listings:** WGSS 209 PSCI 209

**Secondary Cross-listing**

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

**Requirements/Evaluation:** class participation, two or three short papers, and a final paper

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 209 (D2) PSCI 209 (D2)

**Attributes:** PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cathy M. Johnson

### **WGSS 211 (F) Gender in the Global Economy (DPE)**

**Cross-listings:** WGSS 211 ECON 105

**Primary Cross-listing**

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** This course cannot count toward the ECON major.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 211 (D2) ECON 105 (D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Kiaran Honderich

### **WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction**

**Cross-listings:** STS 213 WGSS 213 AFR 213

#### **Secondary Cross-listing**

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2)

**Attributes:** AFR Core Electives WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

### **WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** COMP 257 GBST 213 WGSS 214 RUSS 213

### Secondary Cross-listing

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

**Attributes:** GBST Russian + Eurasian Studies Electives

Not offered current academic year

### WGSS 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)

**Cross-listings:** RLFR 216 WGSS 216

### Secondary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; or by French placement exam; or by permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLFR 216 (D1) WGSS 216 (D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France.

Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Preea Leelah

**WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia (DPE) (WS)**

**Cross-listings:** RUSS 218 AMST 219 WGSS 217

**Secondary Cross-listing**

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Requirements/Evaluation:** On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 218 (D2) AMST 219 (D2) WGSS 217 (D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

**Attributes:** AMST Critical and Cultural Theory Electives

**Not offered current academic year**

**WGSS 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** INTR 219 AFR 217 WGSS 219 AMST 217 LEAD 219

**Secondary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 219 (D2) AFR 217 (D2) WGSS 219 (D2) AMST 217 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

### **WGSS 222 (S) Women on the Verge**

**Cross-listings:** RLSP 220 WGSS 222

Secondary Cross-listing

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films, newspapers and other media, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, the transition to democracy, and the present day.

**Requirements/Evaluation:** This course is conducted entirely in Spanish.

**Prerequisites:** RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

**Enrollment Limit:** 20

**Enrollment Preferences:** Spanish and Comparative Literature majors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RLSP 220 (D1) WGSS 222 (D2)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Soledad Fox

### **WGSS 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** AMST 226 WGSS 226 THEA 226 DANC 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative ideologies. We will examine a wide range of dance genres, from stage performances to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course and will also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Requirements/Evaluation:** class participation, reading responses, essays, in-class writing assignments, and group presentations

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 226 (D1) WGSS 226 (D2) THEA 226 (D1) DANC 226 (D1)

**Difference, Power, and Equity Notes:** In the course, students will explore the concept of gender as a social construction and how the body's historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Not offered current academic year

**WGSS 228 (F) Feminist Bioethics (WS)**

**Cross-listings:** PHIL 228 STS 228 WGSS 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper ( 5-7 and 7-10 pages, respectively); and one oral presentation

**Prerequisites:** none, although previous coursework in WGSS is desirable

**Enrollment Limit:** 19

**Enrollment Preferences:** prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 228 (D2) STS 228 (D2) WGSS 228 (D2)

**Writing Skills Notes:** Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

**WGSS 231 (S) Art, Life, and Death: Locating Women in Italian Renaissance Art (WS)**

**Cross-listings:** ARTH 231 WGSS 231

Secondary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of

Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art-never created for its own sake-was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample chance to forge original arguments: one of the central goals of the tutorial.

**Class Format:** some tutorial meetings will be conducted at local museums

**Requirements/Evaluation:** engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

**Prerequisites:** first-year and sophomore students (this class is open to students with no experience in art history)

**Enrollment Limit:** 10

**Enrollment Preferences:** a statement of interest will be requested in the event the course is over-enrolled

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 231 (D1) WGSS 231 (D1)

**Writing Skills Notes:** This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

**Attributes:** ARTH pre-1800 Courses

Not offered current academic year

### **WGSS 239 (F) History of Sexuality**

**Cross-listings:** REL 241 HIST 292 GBST 241 WGSS 239

Secondary Cross-listing

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 241 (D2) HIST 292 (D2) GBST 241 (D2) WGSS 239 (D2)

**Attributes:** HIST Group G Electives - Global History

Fall 2022

SEM Section: 01 MW 11:00 am - 12:15 pm Saadia Yacoob

**WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)**

**Cross-listings:** REL 242 WGSS 242 ARAB 242

**Secondary Cross-listing**

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism--the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

**Requirements/Evaluation:** weekly discussion post, midterm essay, and final paper (6-8 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion, Women's, Gender and Sexuality Studies and Arabic majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 242 (D2) WGSS 242 (D2) ARAB 242 (D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Saadia Yacoob

**WGSS 243 (F) Islamic Law: Past and Present**

**Cross-listings:** ARAB 243 WGSS 243 REL 243 HIST 302

**Secondary Cross-listing**

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.

**Requirements/Evaluation:** weekly responses, four 2- to 3-page essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 243 (D2) WGSS 243 (D2) REL 243 (D2) HIST 302 (D2)

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Not offered current academic year

### **WGSS 244 (F) Actually Existing Alternative Economies (DPE)**

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain--and now parts of the U.S.--are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

**Requirements/Evaluation:** six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** open to sophomores and above

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Not offered current academic year

### **WGSS 246 (S) India's Identities: Nation, Community, & Individual (DPE) (WS)**

**Cross-listings:** ASST 246 ASIA 246 REL 246 ANTH 246 WGSS 246

Secondary Cross-listing

This tutorial considers India's multiple and intersecting identities, in relation to climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. We examine the intersectional identities that produce solidarity and opposition within landscapes always already structured by power and inequity. How do communal and individual identities such as gender, class, caste, sexuality or religion shape social conflict and ongoing struggles for power in India today? We examine key moments in Indian history that continue to produce social conflict and fluidity such as Partition, the riots in Gujarat, Hyderabad, and Delhi that have shaped the modern landscape of communal identity, as well as the contested border such as Ladakh as well as Jammu & Kashmir. Our readings will include ethnographic, sociological, historical fiction, and oral history. Students choose their own topics to delve into for final weeks of the semester.

**Class Format:** Meeting weekly in pairs with tutorial partner to discuss texts and student essays.

**Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in Anthropology, Sociology, Religion, Women's, Gender & Sexuality Studies, concentrators in Asian Studies, STS

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 246 (D2) ASIA 246 (D2) REL 246 (D2) ANTH 246 (D2) WGSS 246 (D2)

**Writing Skills Notes:** This tutorial involves weekly essays of 1500 words or oral responses, intensive feedback on writing, and individual writing chats with instruction in the middle of the semester.

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity are sources of struggle and division within Indian society. It analyzes the intersectional identities of class, caste, gender, and religion in shaping differential access to power and equity within India today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**WGSS 248 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278 WGSS 248

Secondary Cross-listing

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered!* and *The Naked Carmen* of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Gei* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

**Requirements/Evaluation:** Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

**Prerequisites:** None; ability to read music useful but not necessary

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and

juniors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 278 (D1) WGSS 248 (D2)

**Writing Skills Notes:** Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Not offered current academic year

**WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherríe Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusia Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 253 (D1) WGSS 250 (D1) THEA 250 (D1)

**Writing Skills Notes:** As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Not offered current academic year

**WGSS 251 (F) Arab Women Memoirs: Writing Feminist History (DPE) (WS)**

**Cross-listings:** WGSS 251 COMP 252 ARAB 252

**Secondary Cross-listing**

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Radwa Ashour (*The Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Assia Djébar (*Fantasia*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

**Requirements/Evaluation:** students will write the following: three response papers (2-3 pages), at least 6 journal entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 251 (D2) COMP 252 (D1) ARAB 252 (D1)

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue to depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**WGSS 255 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)**

**Cross-listings:** COMP 254 CHIN 253 WGSS 255

**Secondary Cross-listing**

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "illnesses" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual illnesses, from tuberculosis to AIDS to the Novel Coronavirus, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "illness" such as infectious cannibalism and fin-de-siècle "viruses," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan). Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

**Class Format:** All regular course meetings will be conducted in person.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Publishing GLOW Discussion posts based on reading (Graded as Complete or Incomplete); 3) three short papers (3-5 pages); 4) the final project (including an abstract, a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 254 (D1) CHIN 253 (D1) WGSS 255 (D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

**WGSS 260 (F) Power, Feminist-Style (DPE) (WS)**

**Cross-listings:** WGSS 260 PSCI 260

**Primary Cross-listing**

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice; the concept of power; from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

**Requirements/Evaluation:** eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 260 (D2) PSCI 260 (D2)

**Writing Skills Notes:** This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

**Difference, Power, and Equity Notes:** This course requires students to focus on what power does and should look like from the perspective of

difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

**Attributes:** WGSS Theory Courses

Not offered current academic year

### **WGSS 261 (S) Lost Voices of Medieval and Renaissance Women (WS)**

**Cross-listings:** MUS 261 WGSS 261

#### **Secondary Cross-listing**

Remarkably few female voices from the first 1500 years of music in the West are audible today; most of the extant music and poetry of these centuries was composed by men to communicate male perspectives on matters worldly and divine. In this course we will listen to the experiences and viewpoints of medieval and Renaissance women as expressed through their poetry and song. We will ask how these women, whose lives were shaped either by the requirements of monastic culture or by the complex dynamics of aristocratic court culture, negotiated their places and made their voices heard within the patriarchal society of their time. We will examine how the contrasting environments of church and court informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way, we will critically assess how these lost voices have been recreated to speak to us today through recordings and film. Our exploration begins in Byzantium and travels through Germany to France, Spain, and Italy. Along the way we encounter the Greek chant of the 9th century Byzantine abbess Kassia, the Latin poetry, chant, and sacred music drama of the 12th century German polymath St. Hildegard of Bingen, and the elegant poems and courtly melodies of the Countess of Dia and Queen Blanche of Castile in 12th and 13th century France. Heading south, we explore 14th century sacred polyphony at the royal convent of Las Huelgas in northern Spain, and voyage cross the Mediterranean to sample the lively musical life of 15th and 16th century cloistered female communities in northern Italy. We conclude our journey with a comparison of three remarkable 16th century women: the archduchess Margaret of Austria, Governor of the Hapsburg Netherlands, and poet-composer of French chansons; Sister Leonora d'Este, an Italian princess who spent her life enclosed in a Venetian convent, and likely authored a collection of anonymous Latin motets; and Maddelena Casulana, a northern Italian composer of madrigals, and the first woman to publish music under her own name. Her introduction to her first book of madrigals encapsulates the aim of this course: "I want to show the world, as much as I can in this profession of music, the vain error of men that they alone possess the gifts of intellect and artistry, and that such gifts are never given to women."

**Requirements/Evaluation:** Evaluation based on participation, three essays totaling 20-25 pages, three short peer reviews, and a final project presentation.

**Prerequisites:** Ability to read music helpful but not required.

**Enrollment Limit:** 10

**Enrollment Preferences:** Current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors, juniors, and sophomores.

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 261 (D1) WGSS 261 (D2)

**Writing Skills Notes:** Students will write three essays totaling 20-25 pages, each of which will be revised in response to peer and instructor feedback.

Not offered current academic year

### **WGSS 262 (F) Indigenous Feminisms (DPE)**

**Cross-listings:** AMST 260 WGSS 262

#### **Secondary Cross-listing**

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and

lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 260 (D2) WGSS 262 (D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

**Attributes:** AMST Critical and Cultural Theory Electives

Not offered current academic year

### **WGSS 263 (S) Transnational Activism: Practice, Problems, Ethics (DPE)**

**Cross-listings:** SOC 264 WGSS 263

Primary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

**Requirements/Evaluation:** class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

**Prerequisites:** none

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 264 (D2) WGSS 263 (D2)

**Difference, Power, and Equity Notes:** This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 267 (S) Performance Studies: An Introduction (DPE)**

**Cross-listings:** DANC 267 WGSS 267 COMP 267 THEA 267

**Secondary Cross-listing**

Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 267 (D1) WGSS 267 (D1) COMP 267 (D1) THEA 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

**Not offered current academic year**

**WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film**

**Cross-listings:** WGSS 283 AMST 283 ENGL 286 AFR 283

**Primary Cross-listing**

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009), Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

**Requirements/Evaluation:** facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 283 (D2) AMST 283 (D2) ENGL 286 (D2) AFR 283 (D2)

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 7:00 pm - 9:40 pm Marshall Green

**WGSS 284 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)**

**Cross-listings:** REL 284 WGSS 284 ARTH 218

**Secondary Cross-listing**

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

**Requirements/Evaluation:** Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** First years and sophomores, but open to all.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 284 (D2) WGSS 284 (D2) ARTH 218 (D1)

**Writing Skills Notes:** In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

**Attributes:** ARTH pre-1800 Courses

**Not offered current academic year**

**WGSS 300 (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm**

**Cross-listings:** DANC 300 WGSS 300

**Secondary Cross-listing**

To loosely paraphrase the feminist Emma Goldman, "If I can't dance, I don't want to be part of your revolution." Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily "female" art form--and indeed, there are many more females vying for positions in ballet companies than males--historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble

sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn't always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information-the plotlines of the ballets-as well as more subtle ideas-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGSS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

**Requirements/Evaluation:** quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

**Prerequisites:** a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

**Enrollment Limit:** 20

**Enrollment Preferences:** students with demonstrated ability and desire to continue rigorous study

**Expected Class Size:** 5

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

DANC 300 (D1) WGSS 300 (D1)

Not offered current academic year

**WGSS 301 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 WGSS 301 AMST 334

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301 (D2) WGSS 301 (D2) AMST 334 (D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

**WGSS 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall**

**Cross-listings:** WGSS 304 GERM 304

**Secondary Cross-listing**

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader- Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

**Requirements/Evaluation:** alternating 4-page tutorial papers in German, and 2-page critiques

**Prerequisites:** GERM 202 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** German majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$80 books

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 304 (D1) GERM 304 (D1)

**Not offered current academic year**

**WGSS 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** WGSS 305 ANTH 305 AMST 305 THEA 304

**Primary Cross-listing**

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 305 (D2) ANTH 305 (D2) AMST 305 (D2) THEA 304 (D1)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

### **WGSS 307 (F) Feminist Approaches to Religion (WS)**

**Cross-listings:** WGSS 307 REL 306

#### **Secondary Cross-listing**

What does feminist theory have to offer the study and practice of religion? How have participants in various religious traditions helped to produce and enact different kinds of feminist approaches to critique and transform religions? Feminisms and religions have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. The course prioritizes attention to the intersections and interactions of gender, race, ethnicity, sexuality, and nationality (among other factors) with religion.

**Requirements/Evaluation:** weekly GLOW posts before class, one "position paper" for class discussion (3 pages), a research question with rationale for interest and potential action plan (1 page), exploratory research statement (2 pages), essay on interpretive approach to research project (3 pages), participation in writing workshop on 7-page early drafts of final papers, one 15-page final paper.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion and Women's, Gender and Sexuality Studies majors have priority, and then students who have taken either REL 200 or WGSS 101.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 307 (D2) REL 306 (D2)

**Writing Skills Notes:** This course features a series of scaffolded writings assignments that will culminate in a final research project.

**Attributes:** WGSS Theory Courses

**Not offered current academic year**

### **WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)**

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will

conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

**Requirements/Evaluation:** One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

### **WGSS 309 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** WGSS 309 AMST 303

#### **Primary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Class Format:** This class will be taught online only.

**Requirements/Evaluation:** Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 309 (D2) AMST 303 (D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological

constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 311 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364 WGSS 311

#### **Primary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 364 (D2) WGSS 311 (D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Abram J. Lewis

### **WGSS 312 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

#### **Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research

paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

### **WGSS 313 (S) Gender, Race, and the Power of Personal Aesthetics**

**Cross-listings:** WGSS 313 AFR 326 AMST 313 LATS 313

#### **Secondary Cross-listing**

This course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, neoliberal capitalism and class inform standards of beauty and ideas about the body, we will examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American and Asian American female aesthetics reflect the specific circumstances of their creation? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity?

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final written reflection.

**Prerequisites:** LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 313 (D2) AFR 326 (D2) AMST 313 (D2) LATS 313 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

### **WGSS 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)**

**Cross-listings:** SOC 314 WGSS 314

**Primary Cross-listing**

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

**Requirements/Evaluation:** attendance, class facilitation, problem identification report, two presentations, reflection

**Prerequisites:** WGSS/SOC Majors

**Enrollment Limit:** none

**Enrollment Preferences:** Women's, Gender, and Sexuality Studies majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 314 (D2) WGSS 314 (D2)

**Difference, Power, and Equity Notes:** This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**WGSS 317 (F) The New Woman in Weimar Culture (WS)**

**Cross-listings:** GERM 317 WGSS 317

**Secondary Cross-listing**

This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. *Taught in German.*

**Class Format:** taught seminar style in German for the German students and as a tutorial in English for non German speaking students

**Requirements/Evaluation:** papers and oral presentations

**Prerequisites:** for students taking the course in German: GERM 202 or the equivalent; for students taking the course in English: one college-level literature course

**Enrollment Limit:** 19

**Enrollment Preferences:** juniors and seniors, students with strong analytical skills and a vivid interest in literature, art, music, and films

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 317 (D1) WGSS 317 (D2)

**Writing Skills Notes:** Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Not offered current academic year

### **WGSS 318 (F) Black Masculinities (DPE)**

**Cross-listings:** AMST 350 ENGL 375 AFR 331 WGSS 318

#### **Primary Cross-listing**

In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men's sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

**Requirements/Evaluation:** students will be responsible for 2 short papers and a final project

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS Majors will get preference, then Juniors and Seniors

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 350 (D2) ENGL 375 (D1) AFR 331 (D2) WGSS 318 (D2)

**Difference, Power, and Equity Notes:** This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

### **WGSS 319 (F) Gender and the Family in Chinese History (DPE)**

**Cross-listings:** WGSS 319 ASST 319 HIST 319 ASIA 319

#### **Secondary Cross-listing**

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper.

**Prerequisites:** none; open to first year-students with instructors permission

**Enrollment Limit:** 15

**Enrollment Preferences:** History, Asian Studies, and WGSS majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 319 (D2) ASST 319 (D2) HIST 319 (D2) ASIA 319 (D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

**Attributes:** GBST East Asian Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture**

**Cross-listings:** WGSS 320 AMST 320 AFR 320

#### **Secondary Cross-listing**

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

**Requirements/Evaluation:** evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors and Africana Studies concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 320 (D2) AMST 320 (D2) AFR 320 (D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2023

SEM Section: 01 Cancelled

### **WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

#### **Secondary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

### **WGSS 328 (S) Austen and Eliot**

**Cross-listings:** WGSS 328 ENGL 328

**Secondary Cross-listing**

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context-in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism-we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's *Pride and Prejudice*, *Emma*, *Mansfield Park*, and *Persuasion*; Eliot's *The Mill on the Floss*, *The Lifted Veil*; and *Daniel Deronda*; selected letters and prose; and critical essays.

**Class Format:** discussion

**Requirements/Evaluation:** two papers of approximately 8-10 pages

**Prerequisites:** a Gateway course or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** junior and senior English majors

**Expected Class Size:** 18

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 328 (D1) ENGL 328 (D1)

**Attributes:** ENGL Literary Histories B

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Anita R. Sokolsky

### **WGSS 329 (S) Austen, Eliot, Woolf**

**Cross-listings:** ENGL 329 WGSS 329

**Secondary Cross-listing**

At roughly fifty-year intervals, Britain produced three brilliant female novelists -- Jane Austen, George Eliot, and Virginia Woolf -- who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction-- with an emphasis on Austen and Eliot -- with special attention to the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors' preoccupations with interior thought relate to their focus on women's experience? Possible texts include Austen's *Emma and Persuasion*, Eliot's *Middlemarch*, *Daniel Deronda*, and *The Lifted Veil*, and Woolf's *The Waves*.

**Class Format:** seminar

**Requirements/Evaluation:** one six-eight-page and one ten-twelve-page essay

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 329 (D1) WGSS 329 (D2)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

**Not offered current academic year**

**WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics** (DPE)

**Cross-listings:** ENGL 302 WGSS 330 AMST 310

**Secondary Cross-listing**

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde, Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 302 (D1) WGSS 330 (D1) AMST 310 (D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Bethany Hicok

**WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** HIST 332 WGSS 331

**Secondary Cross-listing**

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context, the course examines the ways in which sexuality has become central to questions of identity, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; women's "friendships" in Victorian Britain; the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist and Nazi regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 332 (D2) WGSS 331 (D2)

**Difference, Power, and Equity Notes:** "Queer Europe" is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the "sexual norm" has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Chris Waters

## **WGSS 332 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369 WGSS 332

### **Primary Cross-listing**

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a WGSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 369 (D2) WGSS 332 (D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

## **WGSS 333 (S) The Nineteenth-Century British Novel**

**Cross-listings:** ENGL 333 WGSS 333

### **Secondary Cross-listing**

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic and social ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories remain highly accessible works of popular culture, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers' understanding of themselves as subjects and agents of an ongoing social history. Likely authors include Jane Austen, Walter Scott, Charlotte Bronte, Charles Dickens, Anthony Trollope, and George Eliot.

**Requirements/Evaluation:** Heavy (but entertaining!) reading load. Flexible writing requirement includes options for short essays, weekly journal,

creative work, and research paper. Students must complete 4 units of writing, with the research paper, if chosen, counting for two. There will be additional bits of informal writing, evaluated as part of the class contribution grade, such as participating in the production of a "brainstorming" doc on Google.

**Prerequisites:** 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 333 (D1) WGSS 333 (D2)

**Attributes:** ENGL Literary Histories B

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

### **WGSS 335 (S) Michelangelo: Self and Sexuality (WS)**

**Cross-listings:** ARTH 331 WGSS 335

#### **Secondary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Requirements/Evaluation:** Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

**Prerequisites:** Any ARTH course

**Enrollment Limit:** 10

**Enrollment Preferences:** ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 331 (D1) WGSS 335 (D1)

**Writing Skills Notes:** Tutorial

**Attributes:** ARTH pre-1800 Courses

**Not offered current academic year**

### **WGSS 336 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** WGSS 336 PHIL 326

#### **Secondary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of

certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

**WGSS 337 (F) Race, Sex & Gender in Brazil** (DPE)

**Cross-listings:** ANTH 337 WGSS 337

**Primary Cross-listing**

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: Students must also commit to registering for a winter study travel course with a trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

**Requirements/Evaluation:** research paper and its various components, participation

**Prerequisites:** none

**Enrollment Limit:** 7

**Enrollment Preferences:** students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** The cost of the winter study travel portion is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 337 (D2) WGSS 337 (D2)

**Difference, Power, and Equity Notes:** This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

### **WGSS 339 (S) Stereotypes, Prejudice, and Discrimination**

**Cross-listings:** PSYC 341 WGSS 339

Secondary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

**Class Format:** empirical lab course

**Requirements/Evaluation:** weekly brief papers, oral reports, two longer papers

**Prerequisites:** PSYC 201 and 242

**Enrollment Limit:** 16

**Enrollment Preferences:** senior, then junior Psychology majors

**Expected Class Size:** 16

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 341 (D2) WGSS 339 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Not offered current academic year

### **WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)**

**Cross-listings:** ENGL 340 AMST 340 WGSS 340 COMP 342

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop's

stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a "home"? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

**Class Format:** three hours per week, in addition to small group discussion and archival research

**Requirements/Evaluation:** two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500 words)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 340 (D1) AMST 340 (D2) WGSS 340 (D2) COMP 342 (D1)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C GBST Borders, Exiles + Diaspora Studies Electives GBST Latin American Studies Electives

Not offered current academic year

**WGSS 342 (F) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341 WGSS 342

Secondary Cross-listing

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular literary developments--the move from realism to modernism-- and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as Sarah Orne Jewett, Henry James, Willa Cather, Sui Sin Far, Langston Hughes, Richard Bruce Nugent, Gertrude Stein, F. Scott Fitzgerald, and Nella Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -page paper

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 341 (D1) WGSS 342 (D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Kathryn R. Kent

### **WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 AFR 343 AMST 343 WGSS 343

#### **Secondary Cross-listing**

This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include *Southern Horrors*; *Intimate Matters*; *Scenes of Subjection*; *Trauma and Recovery*; *The Delectable Negro*; *At the Dark End of the Street*; films include *Birth of a Nation*; *Bush Mama*; *To Kill a Mockingbird*. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

**Class Format:** students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence

**Requirements/Evaluation:** weekly primary and response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference given to juniors and seniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

INTR 343 (D2) AFR 343 (D2) AMST 343 (D2) WGSS 343 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2023

TUT Section: T1 M 1:00 pm - 4:00 pm T 9:00 am - 12:00 pm Joy A. James

### **WGSS 344 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)**

**Cross-listings:** GERM 314 WGSS 344 ARTH 315

#### **Secondary Cross-listing**

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and

collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one research paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, German majors, then any interested student

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GERM 314 (D1) WGSS 344 (D2) ARTH 315 (D1)

**Difference, Power, and Equity Notes:** Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Not offered current academic year

### **WGSS 345 (F) The Pedagogy of Liberation (DPE)**

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

**Requirements/Evaluation:** Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and reflection, one-on-one discussions

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to WGSS majors.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

### **WGSS 346 (S) Queer in the City (DPE)**

**Cross-listings:** AFR 337 AMST 337 WGSS 346

Primary Cross-listing

In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections

of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** facilitated class discussion; weekly critical response papers; creative projects

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 337 (D2) AMST 337 (D2) WGSS 346 (D2)

**Difference, Power, and Equity Notes:** Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

**Attributes:** FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 347 (S) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** AMST 358 THEA 341 LATS 341 WGSS 347 SOC 340

**Primary Cross-listing**

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., K-Pop), hip hop masculinities, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** a short statement of interest will be solicited

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 358 (D2) THEA 341 (D2) LATS 341 (D2) WGSS 347 (D2) SOC 340 (D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Spring 2023

**WGSS 350 (F) Queer Tongues & Lavender Linguistics (DPE)**

**Cross-listings:** ANTH 350 AMST 351 WGSS 350

**Primary Cross-listing**

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 350 (D2) AMST 351 (D2) WGSS 350 (D2)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

**WGSS 353 (S) The Brontës**

**Cross-listings:** ENGL 353 WGSS 353

**Secondary Cross-listing**

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel--two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, Jane Eyre, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily's singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 Life of Charlotte Bronte, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

**Requirements/Evaluation:** discussion, two critical essays and two short creative pieces

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 353 (D1) WGSS 353 (D2)

**Attributes:** ENGL Literary Histories B

Not offered current academic year

**WGSS 361 (F) Marking Presence: Reading Disability in/to Latina/o/x Media (DPE)**

**Cross-listings:** LATS 344 WGSS 361 AMST 361

Secondary Cross-listing

This course spans Divisions I, II, and III in its exploration of the representation of disability and Latina/o/x identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latina/o/x subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latina/o/x Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of disability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and disability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latina/o/x individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latina/o/x communities such as the relationship between migration and trauma, the gendered archetype of the Latina "Loca," disability in academia, temporality and disability ("Crip Time"), the politics of self-care amongst Latinas/xs in the neoliberal context, and the very legal, cultural, and social category of "disabled" itself within dominant society as well as Latina/o/x communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 344 (D2) WGSS 361 (D2) AMST 361 (D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, ability/disability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Maria Elena Cepeda

**WGSS 362 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** WGSS 362 AFR 300 ENVI 300 AMST 362

Secondary Cross-listing

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the

extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 362 (D2) AFR 300 (D2) ENVI 300 (D2) AMST 362 (D2)

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Allison Guess

**WGSS 363 (F) Mathematical and Computational Approaches to Social Justice** (DPE) (QFR)

**Cross-listings:** STS 363 WGSS 363 AMST 363 MATH 308

**Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups of 3 - 5 based on a proposal submitted prior to registration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (QFR)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 363 (D2) WGSS 363 (D2) AMST 363 (D2) MATH 308 (D3)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Fall 2022

TUT Section: T1 TBA Chad M. Topaz

**WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

**WGSS 376 (S) Sex, Gender, and the Law in U.S. History (DPE)**

This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout

the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

**Requirements/Evaluation:** four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors, Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Not offered current academic year

### **WGSS 377 (F) Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World (DPE)**

**Cross-listings:** WGSS 377 ENGL 377 COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode—Frankenstein, Jane Eyre, and Wuthering Heights among others—and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

**Requirements/Evaluation:** presentation, paper plus revision, final research project

**Prerequisites:** one literature or related course

**Enrollment Limit:** 25

**Enrollment Preferences:** any student with relevant coursework in ENGL, COMP, or WGSS

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 377 (D2) ENGL 377 (D1) COMP 377 (D1)

**Difference, Power, and Equity Notes:** The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

**Attributes:** ENGL Literary Histories B

Not offered current academic year

### **WGSS 378 (S) Uncontrollable: Deconstructing Stereotypes of Black Womanhood in the Americas**

**Cross-listings:** AFR 378 WGSS 378

Secondary Cross-listing

In *Black Feminist Thought* Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mammies, matriarchs, welfare recipients, and hot mommas has been essential to the political economy of domination fostering Black women's oppression." This course

explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine they how have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** AFR concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 378 (D2) WGSS 378 (D2)

Not offered current academic year

### **WGSS 379 (S) Black Women in the United States (DPE)**

**Cross-listings:** HIST 379 WGSS 379 AFR 379

Secondary Cross-listing

As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana Concentrators.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 379 (D2) WGSS 379 (D2) AFR 379 (D2)

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions**

**Cross-listings:** AFR 380 WGSS 380 AMST 380 ENGL 381 STS 380

Primary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

**Requirements/Evaluation:** active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 380 (D2) WGSS 380 (D2) AMST 380 (D2) ENGL 381 (D1) STS 380 (D2)

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Marshall Green

### **WGSS 389 (F) Fiction of Virginia Woolf**

**Cross-listings:** ENGL 389 WGSS 389

**Secondary Cross-listing**

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *The Waves*, and *Between the Acts*, together with selected short fiction and critical essays.

**Requirements/Evaluation:** discussion, weekly journal, three 4- to 6-page essays

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** none

**Enrollment Preferences:** English majors, WGSS majors, seniors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 389 (D1) WGSS 389 (D2)

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Alison A. Case

### **WGSS 390 (S) Black Trans Studies**

Black people have a significant stake in thinking about and theorizing the body in relation to self-definition, state regulation, and physical and social death among other phenomena. In 2021 we have seen both the institutionalization of transgender studies alongside the heightened visibility of transgender people. In the midst of multiple national crises (the COVID-19 pandemic, climate change, police brutality, and racial capitalism; all of which disproportionately impact Black and brown people), we are at a moment of reckoning. We are coming to terms with the ways race permeates all of our institutions, and more specifically how anti-Blackness is embedded within the social fabric of the US. What would it look like to understand transgender theory, transgender experiences, and transgender cultures through this lens? What might we learn from taking a focused look at how Blackness and transness come into conversation within the current context of the US settler-colonial state? How can we better understand the ways white supremacy shapes constructions of gender? How can that impact how we think about, study and engage with trans communities? In this class we will work to critically think about trans studies through a lens of race and racialization, with a specific focus on Blackness and Black trans experience(s). The course is divided into three major themes: Trans Studies, Trans People and Experiences, and Trans Cultures and Transness in Society. We will engage knowledge about transgender life across various mediums including: scholarly texts, film, fiction, social media and oral histories. While focusing on understanding Blackness and Black trans experience, we will take an intersectional approach, also engaging issues of class, sexuality, nationality and ability.

**Requirements/Evaluation:** Analytical papers, research project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Marshall Green

### **WGSS 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** AFR 395 WGSS 395 ENVI 395 GBST 395

**Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze *'geographies of Black struggle'*, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 395 (D2) WGSS 395 (D2) ENVI 395 (D2) GBST 395 (D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

**WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)**

**Cross-listings:** WGSS 401 COMP 401 GERM 401

**Secondary Cross-listing**

Western neoliberalism is a predatory excrement of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

**Class Format:** three hours per week

**Requirements/Evaluation:** three 3-page papers, a short oral presentation, a 15-page final paper

**Prerequisites:** 300-level course

**Enrollment Limit:** 25

**Enrollment Preferences:** Comparative Literature majors and advanced students in other fields with permission of instructor

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Materials/Lab Fee:** course books and reader packet

**Distributions:** (D1) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 401 (D2) COMP 401 (D1) GERM 401 (D1)

**Difference, Power, and Equity Notes:** This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

**Not offered current academic year**

**WGSS 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male

industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **WGSS 408 (F) Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers**

**Cross-listings:** WGSS 408 RLFR 412

#### **Secondary Cross-listing**

In 1834, Balzac wrote that "Paris is a veritable ocean. Sound it: you will never know its depth." The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Arteta, Lelouch, Chabrol. Conducted in French.

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers

**Prerequisites:** a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 408 (D2) RLFR 412 (D1)

Not offered current academic year

**WGSS 409 (F) Transnationalism and Difference: Comparative Perspectives**

**Cross-listings:** WGSS 409 LATS 409 AMST 411

**Secondary Cross-listing**

In the age of digital communications and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

**Class Format:** This course will follow a discussion format.

**Requirements/Evaluation:** student participation, an original 12-15 page semester-long research paper conducted in stages, and student presentation

**Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority. If the course is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 409 (D2) LATS 409 (D2) AMST 411 (D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not offered current academic year

**WGSS 411 (S) Advanced Readings and Research**

This capstone readings and research seminar for WGSS majors will culminate in a substantial "state of the field" literature review. Throughout the semester, we will examine the disciplinary and interdisciplinary development of the field(s) of WGSS; read recent scholarship representing a range of WGSS theories and methods; and explore a variety of methods and strategies for crafting research within the field of WGSS. Students will be responsible for presentations on monographs and generating discussion questions and activities.

**Requirements/Evaluation:** weekly discussion questions, oral presentations, participation, state of the field paper

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** senior seminar

**Distributions:** (D2)

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Gregory C. Mitchell

**WGSS 413 (S) Feminist Technoscience (DPE)**

**Cross-listings:** WGSS 413 STS 413

**Secondary Cross-listing**

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

**Requirements/Evaluation:** discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); annotated bibliography; final essay (12-15 pages + in-class presentation)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Science and Technology Studies concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 413 (D2) STS 413 (D2)

**Difference, Power, and Equity Notes:** Central to "Feminist and Critical Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory. We will also examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Spring 2023

SEM Section: 01 Cancelled

**WGSS 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance**

**Cross-listings:** COMP 404 ARTH 416 THEA 416 WGSS 416

**Primary Cross-listing**

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.

**Requirements/Evaluation:** in-class discussion, partner presentation, weekly reading responses, final project

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors, students with previous performance studies coursework

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 404 (D2) ARTH 416 (D2) THEA 416 (D1) WGSS 416 (D2)

Not offered current academic year

**WGSS 491 (F) Honors Project: Women's & Gender Studies**

Women's, Gender and Sexuality Studies honors project.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**WGSS 492 (S) Honors Project: Women's & Gender Studies**

Women's, Gender and Sexuality Studies honors project.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**WGSS 493 (F) Senior Thesis: Women's & Gender Studies**

Women's, Gender and Sexuality Studies senior thesis.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2022

HON Section: 01 TBA Greta F. Snyder

**WGSS 494 (S) Senior Thesis: Women's & Gender Studies**

Women's, Gender and Sexuality Studies senior thesis.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2023

HON Section: 01 TBA Gregory C. Mitchell

**WGSS 497 (F) Independent Study: Women's & Gender Studies**

Women's, Gender and Sexuality Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2022

IND Section: 01 TBA Gregory C. Mitchell

**WGSS 498 (S) Independent Study: Women's & Gender Studies**

Women's, Gender and Sexuality Studies independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2023

IND Section: 01 TBA Gregory C. Mitchell

**Winter Study** -----

**WGSS 17 (W) The Lavender Blues: Queer Music Before World War II**

Some of the most famous American musical artists of the early twentieth century were not only "in the life" - meaning gay, bisexual, or transgender - but they sang about this life too. The most courageous of these artists? Women - queer white women and queer women of color. This course will introduce students to a little-known yet revolutionary moment in music history when pioneering artists sang boldly about sexual and gender fluidity and when women's voices literally took center stage. Each week our sessions will be anchored with a particular star whose life and music will lead us thematically to so much more. We'll start in vaudeville with the male impersonators, move on to the early blues and come home with the Jazz Age. Among other things we'll listen to recordings, watch videos, discuss the power of lyrics and language, learn the antecedents of modern-day drag, find out the stories behind the songs, discover how these songs influenced (and reflected) audiences and explore how this music evolved over time. We will sing a bit too! (But no vocal experience required.) Throughout we'll uncover what queer music history - and queer female artists - have to tell us about masculinity, femininity, gender fluidity, cross-dressing, homosexuality, love, race, religion and... fun. Students will be expected to keep a journal of ideas and reflection and do outside reading, viewing and listening. At least one group field trip is expected. For a final project students will write a 10-page paper, give a 10-minute in-class performance, or complete a comparable creative project inspired by the music/artists learned.

**Requirements/Evaluation:** A 10-page paper. Short paper and final project or presentation. Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Sarah S. Kilborne is an award-winning author, performance artist and LGBTQ activist. Her one-woman show "The Lavender Blues: A Showcase of Queer Music Before World War II" is currently being developed into a musical. [www.SarahKilborne.com](http://www.SarahKilborne.com).

**Materials/Lab Fee:** \$300

**Attributes:** SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01 WR 1:00 pm - 2:15 pm Sarah S. Kilborne

**WGSS 26 (W) Community Mobilization in Senegal for Public Health and Economic Empowerment**

This class will take a group of 6 students to Senegal to learn about successes and challenges in grassroots organizing, with a focus on the interrelated areas of public health -- especially Covid and HIV -- women's rights, and economic empowerment, including through cooperatives. We will build on established relationships in Senegal, where the instructor has taken several groups of students since 2006. That country has many lessons to teach, as a majority Muslim culture where women have created and continue to build cooperatively owned enterprises, a West African country that has had a good degree of success fighting Covid and consistently kept the rate of HIV prevalence under 1%, and a diverse culture with a democratic tradition of tolerance, even celebration of ethnic difference. Our hosts, ACI's Baobab Center, have a strong record of working with visiting scholars and students to teach them local languages and orient them to Senegalese culture, as well as a deep and well-respected history of capacity-building work with local groups working on HIV, public health, women's rights, and LGBTQ issues. We will spend our first week in Dakar, the capital, with students doing homestays with Senegalese families. We will attend Wolof classes and lectures on local issues as well as visiting NGOs. In our second week we will move inland to the town of Kaolack, where we will be hosted by the Association pour la Promotion de la Femme Sénégalaise, a 30-year-old group with an extensive record of empowerment of village women through strategies ranging from small-scale credit to popular education and theater.

**Requirements/Evaluation:** A 10-page paper.

**Prerequisites:** Preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic

empowerment.

**Enrollment Limit:** 6

**Enrollment Preferences:** Preference will be given to students with skills in French and a demonstrated interest in public health and/or women's economic empowerment. Students applying for the class will be asked to provide the instructor with a statement of purpose.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Materials/Lab Fee:** \$4,845

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2023

TVL Section: 01 TBA Kiaran Honderich

**WGSS 31 (W) Senior Thesis: Women's and Gender Studies**

See description of Degree with Honors in Women's, Gender and Sexuality Studies.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2023

HON Section: 01 TBA Greta F. Snyder

**WGSS 99 (W) Independent Study: Women's and Gender Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01 TBA Gregory C. Mitchell

## WRITING SKILLS (WS)

The Writing Skills (WS) requirement is to improve student writing proficiency across disciplines. Students in these courses will receive guidance on structure, style, argumentation, and other significant aspects of writing throughout the semester. This may be achieved through brief assignments spaced over the semester, sequenced assignments leading to a longer final paper, etc. WS courses may also include multiple drafts, peer review, conferences or class discussions designed to improve writing skills. (A course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course.)

The primary function of the WS designation is to indicate that the course will provide consistent and ongoing feedback on students' writing. Thus, the amount of writing should be substantial and well spaced, followed by timely evaluation and suggestions for improvement. Specifically, a WS course should require multiple assignments, each returned with comments which address writing problems and strategies, as appropriate. Because WS course instructors must pay attention to students' writing skills as well as to their mastery of the content of the course, WS courses have a maximum enrollment of 19.

All students are required to take TWO WS courses: one by the end of sophomore year and one by the end of junior year. Students will benefit most from WS courses by taking them early in their college careers and are strongly encouraged to complete the requirement by the end of sophomore year.

### **AFR 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

#### **Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**AFR 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

**Secondary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Secondary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the

United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

**AFR 329 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students

will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**AFR 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

**Secondary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

**AFR 369 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Secondary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

**AFR 381 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**AMST 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the

social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**AMST 252 (S) Im/mobilities (DPE) (WS)**

**Cross-listings:** AMST 252 SOC 252

**Secondary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**AMST 308 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

### **AMST 333 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

#### **Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

**AMST 366 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

**Secondary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

**AMST 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Primary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

### **AMST 407 (S) Colonialism and Critical Theory (DPE) (WS)**

French philosopher Michel Foucault argued that "racism first develops with colonization, or in other words, with colonizing genocide." Many prominent philosophers have developed intellectual tools that can help us better understand the ongoing colonialisms that impact our world. At the same time, many of these same theorists--Foucault included--are criticized for failing to pay adequate attention to the colonialism that shaped their historical moments. Taking this paradox as our jumping-off point, this course will examine prominent philosophical and theoretical texts and assess their utility for understanding processes of colonialism, imperialism, and militarism. We will also explore how the interventions of Postcolonial Theory and Critical Indigenous Theory highlight gaps in prominent theories of political-economy, ideology, biopower, race, gender, sexuality, and more. How do ideas like orientalism, settler-colonialism, sovereignty, or decolonization challenge the traditional "canon" of critical theory? How do intellectual ideas evolve over time, and how can we use these tools to make sense of a complex world too-often organized around fundamental inequalities? In our class meetings students will develop the reading and discussion practices necessary to parse dense theoretical texts, and practice deploying theoretical concepts to better understand complex philosophical, ethical, and political questions.

**Requirements/Evaluation:** Assignments will include participatory discussion, weekly responses to assigned readings, a midterm essay exam, and a final paper.

**Prerequisites:** Introductory course in American Studies, History, Native and Indigenous Studies, English, or Philosophy; or some prior coursework on colonialism, postcolonial theory, or critical theory

**Enrollment Limit:** 15

**Enrollment Preferences:** AMST senior major, but anyone with upper-level humanities training welcome

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course will develop student writing skills through short reading-response papers and smaller "low stakes" writing assignments, combined with a semester-long project that will break the research and writing process into manageable components, including revision and peer review.

**Difference, Power, and Equity Notes:** This course explores the intersections of race, gender, sexuality, class, and other social structures often organized around inequality. Students will develop tools to analyze how power shapes the differences produced by colonialism and similar historical processes.

**Attributes:** AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars

Spring 2023

**AMST 490 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

**Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ANTH 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Primary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

**ARAB 109 (S) The Iranian Revolution (DPE) (WS)**

**Cross-listings:** HIST 109 ARAB 109

**Secondary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

**ARAB 201 (F) Intermediate Arabic I (DPE) (WS)**

This course will build on the students' acquisitions in Arabic 102 to consolidate their learning of the Modern Standard Arabic and one variety of spoken Arabic. In addition to expanding students' vocabulary and enhancing their communication skills, the course will deepen their knowledge and use of grammar in both speaking and writing. Upon successful completion of this course, students will be able to hold conversations in Arabic with some fluency on a variety of topics while developing cultural appreciation of Arabic-speaking countries.

**Requirements/Evaluation:** quizzes, tests, homework, and active class participation

**Prerequisites:** ARAB 102 or placement test

**Enrollment Limit:** 14

**Enrollment Preferences:** If the course is overenrolled preference will be given to those who intend to major or do a certificate in Arabic.

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course involves a great deal of writing, ranging from vocabulary and grammar-focused exercises to written assignments about a variety of topics. Students will receive extensive and timely feedback on this written work.

**Difference, Power, and Equity Notes:** Any language is the locus of issues of difference, power, and equity. Students will learn about gender and pronouns. They will wonder why Arabic does not have a gender neutral pronoun. Students will understand how Arabic acts as a dominant language in places minority languages in the Middle East and North Africa. Students will emerge from the course with a critical understanding of Arabic language's politics.

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Nicholas R Mangialardi

**ARAB 209 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Primary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ARAB 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Primary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

### **ARAB 301 (F) Advanced Arabic 1 (DPE) (WS)**

A continuation of Intermediate Arabic, ARAB 301 aims to expand students' listening, reading, writing, and speaking skills in Arabic. The course will also stimulate students' intellectual curiosity about the Arabic-speaking regions and enhance their intercultural competence. Using Al-Kitaab as well as a variety of authentic written and audiovisual materials, the course will advance their proficiency in Modern Standard Arabic. The course will also encourage enrolled students to engage critically with a wide variety of topics in Arabic language as they enrich their knowledge of the different aspects of Arabic language and culture. Students at this stage will also be assisted to generate more complex written and oral assignments.

**Requirements/Evaluation:** active class participation, daily assignments, presentations, quizzes, midterm exam, final exam

**Prerequisites:** ARAB 202 or equivalent

**Enrollment Limit:** 12

**Enrollment Preferences:** Arabic majors and anyone who has a level-appropriate knowledge of Arabic language.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will be writing multiple drafts in Arabic; the weekly written work expected from students is 800 words in Arabic language, students will also be doing translations from Arabic into English or vice-versa; and all written work from students will be evaluated, and students will receive feedback to rework it. Students will receive detailed and consistent feedback about their writing in Arabic language.

**Difference, Power, and Equity Notes:** The texts taught in this course will help students understand gender dynamics, power issues and economic crises as well as discursive power in the Maghrebi and Middle Eastern contexts. Additionally, the students will learn about the situation of women and children and understand how discourses of human rights and equality are affected by traditions, cultures, and different particularisms, which students are invited to deconstruct in their writing and discussions.

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Brahim El Guabli

### **ARAB 302 (S) Advanced Arabic 2 (DPE) (WS)**

A continuation of Advanced Arabic 1, ARAB 302 aims to reinforce students' listening, reading, writing, and speaking skills in Arabic through a deeper engagement with authentic materials. Built around a plethora of texts and audiovisual materials, the course seeks to assist students to develop their language and critical thinking skills in Arabic. Situated at the intersection of language learning and content teaching, this course will prepare students

for more scholarly engagement with Arabic in the fourth year. Like ARAB 301, the course will be conducted entirely in Arabic.

**Requirements/Evaluation:** Reflections, discussions, essays, reading and writing project, quizzes, exams, and presentations.

**Prerequisites:** ARAB 301 or equivalent

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies, or students who completed ARAB 301

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses (blogs, commentaries, etc.) to discussion prompts, movies, YouTube videos, comic analysis and articles. The students will also work on a portfolio with entries that will involve a careful process of revisions as well as rigorous research in Arabic recourses, summaries and essays. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. The selected texts will also expose students to issues of power and inequality based on internal and external factors in Arab societies as well as the social struggles of immigrants and refugees.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Amal Egeiq

**ARAB 369 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in

short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**ARAB 402 (S) Travel Literature in Arabic: The World through Arab/Amazigh Eyes (DPE) (WS)**

Arabic travel literature is a very rich genre that spans different periods and geographies, reflecting Arab/Amazigh writers' understanding of themselves and the world around them. From India to Russia to Cuba and Namibia, Arabs/Amazighs have traveled the world and inscribed their observations about different people and cultures in a significant literary output. This course draws on poems, dictionary entries, short stories, novels, films, and memoirs to initiate students to the various ways Arab/Amazigh travelers--ancient and contemporary--made sense of other cultures through their experience-based or fictionalized travel accounts. Reading travel writings about West Asia, Turkey, Africa, Europe, and the Americas, students will have a complicated understanding not only of the Arabic-speaking world, but also of the forces that shaped travelers' representations of other people and their cultures. The course will build students' linguistic autonomy and provide them with the analytical skills they need to examine copious literary texts independently. Students enrolled in this course are required to use the language resources available on campus to improve their language skills in order to benefit maximally from the literary and intellectual opportunities offered in the texts under study.

**Requirements/Evaluation:** Weekly responses on Glow, active participation in class, one five-page essay, and one ten-page final paper. There is no exam in this course.

**Prerequisites:** 302 or equivalent.

**Enrollment Limit:** 10

**Enrollment Preferences:** Arabic major or students intending to major in Arabic. Students whose Arabic is strong enough to pursue a literary course in Arabic.

**Expected Class Size:** 6

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will improve their writing in Arabic by: 1. Writing weekly responses on Glow (500 words per week; 250 words per session) 2. One five-page essay for the mid-term 3. one ten-page final research paper

**Difference, Power, and Equity Notes:** The course will help students understand how travel is enmeshed in power relations and discursive production about other people. Of all literary genres, travel literature is more likely to slip into exoticism, essentialization, and overgeneralization about people and place. However, an active reading that is aware of these slippages will also open up literary texts to a rich learning about geography, politics, history, landscape, and culture.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Brahim El Guabli

**ARAB 404 (F) Topics in Contemporary Arab Cultures (DPE) (WS)**

What issues do contemporary Arab societies and cultures face? Through an exploration of various current issues, this course will introduce you to questions that engage Arab thought in modern times. What issues are central to women and young people today? How do the Arabic language and Arab identity intersect within increasingly multilingual and multicultural communities? What issues do minority communities in Arab countries face? How does globalization impact Arab societies? How do literature and art continue to reflect aspirations, challenges, and defiance? The course will explore these and other issues as represented in the language of print, internet, television, movies, and social media, and we will employ linguistic and paralinguistic analysis of these resources. Taught in Arabic.

**Class Format:** The course involves two main sessions and a third to be organized as a group or broken into conversation sessions.

**Requirements/Evaluation:** Class participation, daily writing and reflections, blogs, quizzes, leading a class presentation and discussion, and a final project.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 18

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 7

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will engage in daily writing and reflections involving prose responses to discussion prompts, movies, YouTube videos, and articles. The students will also write blogs, commentaries, and a final project. The instructor will give daily feedback on students' writing as well as training in writing skills to advance their writing abilities.

**Difference, Power, and Equity Notes:** The students will engage in an exploration of social, political, and economic realities in Arab societies across state and community boundaries. They will examine similarities and differences across a variety of contexts involving differential power dynamics, biases, and gender roles. They will reflect on issues of power based on internal and external factors in Arab societies as positioned in a diverse region with unfolding political, social, and religious changes.

Fall 2022

SEM Section: 01 Cancelled

**ARAB 405 (F) From Page to Stage: Singers and Songwriters of Modern Arab Music (DPE) (WS)**

Since its earliest history, Arab music has accorded special status to the singing of poetry. Over the last century, many of the most popular songs across the Arab world were the result of poets, composers, and singers collaborating to turn written words into performable masterpieces. In this course, we will explore a variety of famous Arabic songs, examining how they were written, edited, performed, and, sometimes, censored and banned. Questions that we will ask in this course include: What is the process through which Arabic songs are made? Who is the "author" of the final song? How are song texts transformed when prepared for concert stages and recording studios? And what, in this process, shapes the success and popularity of a song? We will read song lyrics (poems) as literary texts to consider their language and poetic characteristics while also analyzing how songs can be used as a lens to think about politics, identity, religion, class, gender and broader topics related to modern Arab society. Students will become familiar with the lives and works of major singers, such as Umm Kulthum, Fairuz, and Marcel Khalife, and poets, such as Ahmad Shawqi, Nizar Qabbani, and Mahmoud Darwish. Readings and discussion will be in Arabic.

**Requirements/Evaluation:** Regular participation in class discussion; weekly listening assignments; biweekly one-page unit responses; final project/paper on a singer or songwriter from the twentieth or twenty-first century.

**Prerequisites:** ARAB 302 or equivalent.

**Enrollment Limit:** 19

**Enrollment Preferences:** If course is overenrolled, preference will be given to Arabic majors.

**Expected Class Size:** 8

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Students will develop their Arabic writing skills by submitting one-page unit responses every two weeks and a final paper of 8-10 pages on a topic of their choice.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines topics such as media censorship, power dynamics related to gender, and representations of race and class.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Nicholas R Mangialardi

**ARAB 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

### Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

### ARTH 206 (S) What is Islamic Art? (DPE) (WS)

**Cross-listings:** REL 204 ARTH 206

### Primary Cross-listing

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

### **ARTH 301 (F) Methods of Art History (WS)**

This course on the methods and historiography of art history offers art-history majors an overview of the discipline. The course surveys influential definitions of the discipline, the evolving tasks it has set itself, and the methods it has developed for implementing and executing them. Works of art will inevitably enter into our discussions, but the main objects of study will be texts about art as well as texts about methods for an historical study of art. The course is designed to offer a pluralistic perspective on key theoretical and methodological approaches to art history. Readings will regularly compare the Western discipline with frameworks from other parallel cultures. Topics include: style and periodization; iconography, narratology, and phenomenology; the social functions of images and the social history of art; the materiality of art; race, gender, and sexuality; the global scope of art and art history.

**Class Format:** In the fall of 2022, this class will meet in person. We will meet altogether once per week for a lecture. We will meet a second time each week in a seminar format.

**Requirements/Evaluation:** six 1,000-word analytical essays plus one 2,000-word writing project. Participation in class discussion. Attendance.

**Prerequisites:** any prior ARTH course (one or more 100-level ARTH course[s] recommended). In the absence of prior coursework in art history, permission of instructor is necessary for admission.

**Enrollment Limit:** 19

**Enrollment Preferences:** The course is limited to art-history and (with permission) art history/studio majors. If the course is over-enrolled, preference will be given to senior AH majors, then juniors. Second-year students intending to major in art may enroll with permission.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Satisfies the ARTH 301 requirement for the art-history major. Will satisfy the methods/junior seminar requirement for the history/studio major, but students wishing to do so must have permission of instructor to enroll.

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students submit one 1,000-word essay every other week, for a total of six short essays. In addition, they submit a 2,000 writing project at the end of term. The purpose of the essays is to analyze the arguments and rhetoric of influential art-historical scholarship and criticism. The subject of the course, then, is how to write as an art historian. We discuss not only the content of the essays we read and write but also the form, both in class and in office hours.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Murad K. Mumtaz

### **ARTH 308 (S) African Art and the Western Museum (DPE) (WS)**

**Cross-listings:** AFR 369 ARTH 308

**Primary Cross-listing**

This tutorial provides a focused study of the issues associated with the exhibition of African objects within Western institutions from the formative

period of the practice in the early 19th century to the modern era. Covering topics ranging from early collection and display methodologies to exhibition-based practice in the current digital era, this tutorial will provide an opportunity for robust discussion about the interactions that have occurred between the arts of Africa and the Western museum over the lengthy history of their engagement. Students will investigate the nature of the cross-cultural dialogues taking place and the politics of display at work in regional museum spaces that display African art towards fleshing out how exhibitions function through the strategic organization and display of objects. Further, students will explore how the dialogues created between objects, individuals, and space often speak to the voices and agendas that collide, collaborate, and even compete with each other within the environment of the museum.

**Requirements/Evaluation:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History and African Studies Majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 369 (D2) ARTH 308 (D1)

**Writing Skills Notes:** Targeted bi-monthly writing assignments (3-5 pages in length) and bi-monthly peer response paper (1 page in length). Students can expect to receive timely comments on their writing skills, with suggestions for improvement from the instructor.

**Difference, Power, and Equity Notes:** This course explores issues of agency, authenticity, and appropriation as it applies to African artifacts displayed within the contexts of Western art museums. Through discussions of cultural capital, rights of seeing, and the politics of representation, students will analyze how the meaning of "African art" has been largely dictated by a Western museum culture and how this hegemony is currently being disrupted through strategic exhibition and display practices and narratives.

Spring 2023

TUT Section: T1 TBA Michelle M. Apotsos

### **ARTH 310 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

#### **Primary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a

process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

**ARTH 322 (F) Cold War Aesthetics (DPE) (WS)**

The Cold War was far more complex than a military conflict, with battles waged more in the symbolic than in the physical realm. The Cold War was therefore "everywhere and nowhere," as new superpowers maneuvered to maintain geopolitical balance. Through a transnational lens this course considers the Cold War as an aesthetic phenomenon with many facets, to recover how artistic practices unfolded myriad--and often conflicting--ideas regarding power, cultural influence, modernization, and revolution.

**Requirements/Evaluation:** Active participation, leading discussion, and five four-page writing assignments.

**Prerequisites:** One ARTH course.

**Enrollment Limit:** 12

**Enrollment Preferences:** If overenrolled, preference will be given to Art History majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** This course foregrounds writing and peer reviews to develop critical thinking. We will have five four-page writing assignments, spaced throughout the semester, which will incorporate our class discussions and research. Students will receive critical feedback on both form and content from their professor and from their peers.

**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through historical and visual analyses that examine the contestations of power that defined the Cold War era and their ramifications in the shaping of notions such as modernism, modernization, progress, citizenship, and resistance. The course takes a transnational perspective to analyze diverse artistic practices in relation to race, gender, and class dynamics, and to issues of cultural imperialism, nationalism, revolutionary politics, and globalization.

**Attributes:** ARTH post-1800 Courses

Fall 2022

SEM Section: 01 Cancelled

**ARTH 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one

another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

**ARTH 325 (S) The Arts of the Book in Asia (WS)**

**Cross-listings:** ASIA 325 ARTH 325

**Primary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

**Requirements/Evaluation:** 3 essays, a final project/paper based on museum objects, wall label

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 325 (D1) ARTH 325 (D1)

**Writing Skills Notes:** Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz, Anne Peale

**ARTH 332 (S) Abstraction in Action: Global Modern and Contemporary Art (WS)**

Abstraction, be it gestural or geometrical, was a protagonist in the story of global modernisms and continues to be a powerful visual language in

contemporary art. The term "abstraction" may first appear straightforward, but its associations are quite complex: in varying historical contexts, abstraction has signaled formalist rupture, cultural co-optation, revolutionary politics, as well as racial, feminist, and queer critique. This object-oriented course will delve deeply into non-representation in global modern and contemporary art; we will supplement our careful study of artworks with primary documents, as well as with canonical theoretical frameworks and the reassessments that have sought to complicate these. This seminar is organized into two weekly sessions--a lecture and a discussion--to introduce key concepts and issues and to allow for ample group dialogue on these. Ultimately, the course seeks to revise and expand the cartographies and ontologies of abstraction in the 20th and 21st centuries. As such, it welcomes students with an interest in modern and contemporary art, yet does not require previous coursework in either.

**Class Format:** biweekly seminar, with one lecture session and one discussion session

**Requirements/Evaluation:** participation, weekly assignments, final 12- to 15-page paper written in stages throughout the semester

**Prerequisites:** must have previously taken one Art History course in any area

**Enrollment Limit:** 19

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will complete short written assignments and will prepare a final paper in three stages throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ARTH post-1800 Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Mari Rodriguez Binnie

### **ARTH 358 (S) Latinx Installation and Site-Specific Art (WS)**

**Cross-listings:** ARTH 358 LATS 358

#### **Secondary Cross-listing**

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

**Class Format:** discussion

**Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation

**Prerequisites:** LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators and Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 358 (D2) LATS 358 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives

Spring 2023

SEM Section: 01 Cancelled

**ARTH 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)**

**Cross-listings:** ARTH 440 LATS 440

**Primary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Columbian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm C. Ondine Chavoya

**ARTH 525 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanô screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with

undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

### **ASIA 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASIA 117

#### **Secondary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

**ASIA 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

**Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

**ASIA 228 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**ASIA 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**ASIA 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Secondary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

**ASIA 325 (S) The Arts of the Book in Asia (WS)**

**Cross-listings:** ASIA 325 ARTH 325

**Secondary Cross-listing**

From palm leaf manuscripts to scrolls to Islamic codices, books have long served as vehicles of religious, cultural and artistic exchange in Asia. Owing both to their portability and status as finely crafted art objects, books have transmitted ideas across the continent, spreading courtly styles of painting from China to India, esoteric Buddhist teachings from Kashmir to Tibet and Mongolia, as well as the Quranic arts of calligraphy and illumination from Islamic South Asia to Southeast Asia. This co-taught seminar will highlight the interwoven history of book arts as it developed and disseminated across different regions of Asia. The course will also introduce students to the major art forms of the book, such as painting, calligraphy and illumination. The

aim of the seminar is to understand the book as object while also investigating its content and its larger cultural significance. A number of class meetings will take place in the Chapin Library, where students will have the opportunity to study original manuscripts from the Special Collections. The course will culminate in an exhibition at Chapin Library which the students will curate using the Special Collections holdings.

**Requirements/Evaluation:** 3 essays, a final project/paper based on museum objects, wall label

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** preference will be given to Art and Asian Studies Majors, and then to students of any major interested in the art and culture of Asia

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 325 (D1) ARTH 325 (D1)

**Writing Skills Notes:** Over the course of the semester students will write three papers at five pages each, culminating in a well-developed, focused final project. Students will be given extensive feedback on each assignment regarding grammar, style, and argument. The final paper will be part of a larger project in which students will work together to curate a small exhibition using the Chapin Library's Asian holdings. Each student will be asked to write a wall label for their selected object.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Murad K. Mumtaz, Anne Peale

**ASIA 481 (F) History of Taiwan (WS)**

**Cross-listings:** ASIA 481 HIST 481

**Secondary Cross-listing**

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 481 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Fall 2022

**ASTR 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

**Primary Cross-listing**

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

**BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)**

This seminar course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

**Class Format:** three hours per week

**Requirements/Evaluation:** class presentations and discussion, frequent short papers, and a final paper

**Prerequisites:** BIOL 202 and BIMO 321

**Enrollment Limit:** 12

**Enrollment Preferences:** those completing the BIMO concentration; open to others with permission of instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write seven literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

**Attributes:** BIMO Required Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Steven J. Swoap

### **CHIN 215 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

#### **Primary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*. Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **CHIN 428 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

### Primary Cross-listing

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and past; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

### CLAS 214 (S) Athletics and Literature in Ancient Greece (WS)

**Cross-listings:** COMP 284 CLAS 214

### Primary Cross-listing

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

**Requirements/Evaluation:** brief writing assignments, essays, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 284 (D1) CLAS 214 (D1)

**Writing Skills Notes:** Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah E. Olsen

**CLAS 330 (S) Plato (WS)**

**Cross-listings:** PHIL 330 CLAS 330

**Secondary Cross-listing**

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

**Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

**Prerequisites:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

**Enrollment Limit:** 15

**Enrollment Preferences:** upper-level Philosophy and Classics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 330 (D2) CLAS 330 (D1)

**Writing Skills Notes:** Instructor will provide regular commentary on papers.

**Attributes:** PHIL History Courses

Spring 2023

LEC Section: 01 Cancelled

**COGS 323 (F) Visual Consciousness (WS)**

**Cross-listings:** PSYC 323 COGS 323

**Primary Cross-listing**

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

**Requirements/Evaluation:** 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

**Prerequisites:** COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Cognitive Science concentrators and Psychology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 323 (D3) COGS 323 (D2)

**Writing Skills Notes:** In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022

TUT Section: T1 Cancelled

### **COGS 390 (S) Discourse Dynamics (WS)**

**Cross-listings:** COGS 390 PHIL 390

#### **Primary Cross-listing**

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

**Requirements/Evaluation:** Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

**Prerequisites:** At least one philosophy or cognitive science course (any level), or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 390 (D2) PHIL 390 (D2)

**Writing Skills Notes:** There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and

writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

**COMP 106 (S) Temptation (WS)**

**Cross-listings:** COMP 106 ENGL 107

**Secondary Cross-listing**

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

**Requirements/Evaluation:** Four five-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 106 (D1) ENGL 107 (D1)

**Writing Skills Notes:** Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**COMP 111 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** COMP 111 ENGL 120

**Primary Cross-listing**

Stories are one way that we make sense of the world; but how you tell a story is just as important as the events it relates. This course will examine literary narratives from a wide range of traditions, media, and genres, and work on reading them in more informed, more sophisticated, and more interesting ways. Texts will span classics (e.g. Homeric epic and/or *The Tale of Genji*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Tolstoy, Zola, Garcia Marquez, Toni Morrison, and/or Colson Whitehead), and visual literature from film and drama to graphic memoir (possibly including Art Spiegelman, Tezuka Osamu, and Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The second half of the course may have a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 111 (D1) ENGL 120 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

**Attributes:** FMST Related Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah M. Allen

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Christopher A. Bolton

**COMP 117 (F) Introduction to Cultural Theory (WS)**

**Cross-listings:** ENGL 117 COMP 117

**Secondary Cross-listing**

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

**Class Format:** discussion

**Requirements/Evaluation:** four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 117 (D1) COMP 117 (D1)

**Writing Skills Notes:** Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

**COMP 215 (F) Cults of Personality (WS)****Cross-listings:** COMP 215 RUSS 219**Secondary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions**Prerequisites:** none**Enrollment Limit:** 10**Enrollment Preferences:** first-year students**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D1) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 215 (D1) RUSS 219 (D1)

**Writing Skills Notes:** Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2022

TUT Section: T1 TBA Julie A. Cassiday

**COMP 230 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)****Cross-listings:** ENGL 228 COMP 230**Secondary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor**Enrollment Limit:** 19**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**COMP 234 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

**Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**COMP 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Primary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**COMP 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Secondary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

### **COMP 265 (S) Theories of Language and Literature (WS)**

**Cross-listings:** COMP 265 ENGL 209

#### **Secondary Cross-listing**

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

**Requirements/Evaluation:** informal writing every week; three 6-page papers; class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 265 (D1) ENGL 209 (D1)

**Writing Skills Notes:** Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

### **COMP 270 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

#### **Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as

they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

**COMP 284 (S) Athletics and Literature in Ancient Greece (WS)**

**Cross-listings:** COMP 284 CLAS 214

**Secondary Cross-listing**

The modern Olympic games are one of the most visible traces of ancient Greek influence on contemporary culture. Less well-known, however, are the complex and challenging poems (originally songs) of Pindar and Bacchylides that celebrated the victors of the archaic Greek games. These victory odes are a rich source for the study of Greek culture, from their vivid descriptions of heroic feats to their philosophical claims about human life and divine favor. Athletic competition provides the impetus for these songs and constitutes one of their major themes, yet their significance extends far beyond a single athlete or festival. In this course, we will interrogate the relationship between athletics and literary production in the ancient Greek world. We will use both primary and secondary sources to develop familiarity with major festivals, games, events, and figures, and use that knowledge to contextualize our analysis of Greek literature. Ancient Greek athletic discourse will thus provide an entry point to broader reflections on the literary construction and representation of the body and its movement, as well as the interplay between literature and its cultural contexts.

**Requirements/Evaluation:** brief writing assignments, essays, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** majors, first-years, sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 284 (D1) CLAS 214 (D1)

**Writing Skills Notes:** Weekly (pass/fail) writing assignments (1-2 pages), five graded essays (two of which will be revisions and expansions of previous work, 4-5 pages each), regular in-class workshops on writing style and essay structure. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Sarah E. Olsen

**COMP 293 (F) Great Big Books (WS)**

**Cross-listings:** COMP 293 ENGL 233

**Secondary Cross-listing**

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

**Requirements/Evaluation:** regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 293 (D1) ENGL 233 (D1)

**Writing Skills Notes:** Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences to discuss the drafts; occasional in-class discussion of issues of writing and argumentation.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Stephen J. Tiff

**COMP 295 (S) Utopia and the Idea of America(s) (WS)**

**Cross-listings:** ENGL 264 COMP 295

**Secondary Cross-listing**

What value does the utopian/dystopian text hold in the development of alternative thought? This course, primarily grounded in science fiction and the African American and Latin American contexts, will address this question via the thoughtful examination of a range of theoretical, fictional, and cinematic texts from, among others, Thomas More, John Akomfrah, Samuel Delany, Octavia Butler, Jorge Luis Borges, Alfonso Cuarón, José Vasconcelos, Eduardo Urzaiz, and Fredric Jameson.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 264 (D1) COMP 295 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Ricardo A Wilson

**COMP 297 (S) Present Pasts: The Politics of Memory in Contemporary Chinese Literatures and Films (DPE) (WS)**

**Cross-listings:** ASIA 228 COMP 297 CHIN 428

**Secondary Cross-listing**

What happens when memories, already slippery, are further massaged by literary and cinematic narrative strategies? How is the historical "pasts" remembered, forgotten, and subverted in a literary "presence"? This tutorial explores the politics of memory in contemporary literatures and films from the People's Republic of China (post-socialist era, 1978), Taiwan (post-martial law, 1987), and Hong Kong (postcolonial era, 1997). We will look at how literary and cinematic works in each of these "post" societies represent state-sponsored narratives of remembrance, dissidents' collective amnesia, and at the popular level, a playful yet cynical flirtation with politics. With close- and distant- readings of textualized and visualized memories, we will examine themes of nation and locality, public and private, mesology and mythology, amnesia and nostalgia, and diaspora and settlement in the PRC, Taiwan, and Hong Kong from the late 1980s until to today. Course readings include "root-seeking", "new realist", "avant-garde" and "hooligan" novels, examples from the Taiwanese small theater movement, and the transnational cinemas made by the fifth, sixth, and second new wave filmmakers from these three "post" societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or COMP and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** attendance and participation, five 5-page papers, five peer-review and critique papers, revisions on selected papers.

**Prerequisites:** None for students taking the course under ASST and COMP 297; CHIN 402 or permission of the instructor for students taking CHIN 428

**Enrollment Limit:** 10

**Enrollment Preferences:** current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; COMP majors; Asian Studies Concentration

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 228 (D1) COMP 297 (D1) CHIN 428 (D1)

**Writing Skills Notes:** Students will write a 5-page paper every other week for a total of five papers. On weeks when they are not writing papers, they are expected to critique their tutorial partner's paper as peer reviewers. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. Students are also required to revise key paragraphs, sections, and papers throughout the semester.

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze and critique the following entangled modernist dualisms: present and pasts; memory and representations; diaspora and settlement; transnationalism and localism. By discussing texts produced from the PRC, Hong Kong, Taiwan, and other diaspora areas in these "post" societies, this course asks students to explore how literary and cinematic narratives invoke (and erase) differences, and challenge (and consolidate) borders.

**Attributes:** FMST Core Courses

Spring 2023

TUT Section: T1 TBA Man He

**COMP 320 (S) Kafka (WS)**

"It's so Kafkaesque!" We love to use the most famous Austro-Hungarian-Czech-Jewish writer of all time to characterize puzzling and dispiriting situations. But close examination of Franz Kafka's work and life reveals a multi-dimensional world that goes far beyond the cliché. Jewish in an increasingly anti-Semitic environment, German-speaking surrounded by Czech-speakers, deeply alone in a family that didn't understand him, Kafka produced texts that simultaneously demand and refuse to be interpreted. In this tutorial we will begin with intensive readings of selected short stories and parables, then move on to an exploration of Kafka's own words from diaries and letters, as well as secondary sources. The course will conclude with discussions of how Kafka's texts and their contexts might relate to contemporary conditions and/or to students' own lives and thoughts. This will be a modified tutorial, with five groups of three students apiece. Conducted in English.

**Class Format:** the class will be divided into groups of 3. At each weekly meeting, one of the 3 will present a 5-page paper, another will present a formal response, and the third will participate actively in discussion. Students will incorporate at least one of their papers into a final project that links their discussions of Kafka to their own interests and/or to contemporary issues.

**Requirements/Evaluation:** Three 5-page papers, three 1-2 page responses, one final project, discussion leading. Evaluation: Tutorial papers will receive extensive comments, but no grade; the instructor will meet with individual students at least twice during the semester to discuss how things are going for them. Responses will not be evaluated by the instructor, but instead will function well or less well in the context of the discussion. The final project will receive a grade, and the final grade will be determined by the overall trajectory of the student's learning.

**Prerequisites:** One college literature course

**Enrollment Limit:** 15

**Enrollment Preferences:** majors or prospective majors in Comparative Literature or German

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Modified tutorial. Students will write 3 five-page papers apiece, plus the same number of 1-2-page response papers, and will revise and expand one of their papers for a final project. Each paper will receive extensive comments.

Spring 2023

TUT Section: T1 TBA Gail M. Newman

**COMP 324 (F) Japanese Art and Visual Culture: Private/Public/Pop (WS)**

**Cross-listings:** ARTH 525 COMP 324 ARTH 324 ASIA 324

**Primary Cross-listing**

This tutorial offers a survey of Japanese art and visual culture across time and media, with particular attention to two areas: the links between different artistic media, and the relationship between art and its audience. We'll begin with early court diaries and related scroll paintings as examples of "private" art. Then we'll move through progressively more public visual media of the 17th through 21st centuries: Kanō screen painting; nô, kabuki, and puppet theater; premodern architecture; popular woodblock prints; turn-of-the-century photography; and finally some examples of contemporary popular culture like comics, animation, and/or film. We will focus on the specificities of each medium while simultaneously developing formal visual reading skills that can work across different media.

**Class Format:** Students will meet with the instructor in pairs or trios for 75 minutes each week. This tutorial is offered simultaneously at the 300 level for undergraduates and at the 500 level for graduate students: graduate students will be paired with other graduate students and undergraduates with undergraduates.

**Requirements/Evaluation:** For undergraduates: weekly participation, 5 short written assignments in alternate weeks (ranging from 1 to 5 pages), and several 1-page peer critiques. For graduate students: weekly participation and 3-4 short written exercises that build toward a final 15-page research paper.

**Prerequisites:** No previous knowledge of Japanese art or culture is required. Students with similar preparation and interests will be paired with one another.

**Enrollment Limit:** 10

**Enrollment Preferences:** Graduate Art students, followed by undergraduates majoring in Art History or Comparative Literature.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 525 (D1) COMP 324 (D1) ARTH 324 (D1) ASIA 324 (D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by tackling similar problems from different angles. Students will receive detailed feedback from the instructor on each paper, addressing argument, organization, and style, as well as peer feedback. (See requirements for details about the number and type of assignments.)

Fall 2022

TUT Section: T1 TBA Christopher A. Bolton

**COMP 369 (S) Indigenous Narratives: From the Fourth World to the Global South** (DPE) (WS)

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Primary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Equeiq

**ECON 214 (F) The Economics and Ethics of CO2 Offsets (WS)****Cross-listings:** ENVI 212 ECON 214**Primary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper**Prerequisites:** ECON 110 or the equivalent, permission of instructor**Enrollment Limit:** 10**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2) (WS)**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

**ECON 218 (S) Capital and Coercion (DPE) (WS)****Cross-listings:** GBST 218 ECON 218**Primary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.**Prerequisites:** Econ 110**Enrollment Limit:** 19**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.**Expected Class Size:** 19**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

### **ENGL 103 (W) The Art of the Undergraduate Essay (WS)**

Writing papers for college courses feels different -- and, for most people, more challenging -- than writing papers in high school. No longer can you get away with papers written according to the old formula, "tell-'em-what-you're-going-to-tell-'em, tell 'em, tell-em-what-you-told-'em" formula. Professors now assume that you will design complex arguments supported by subtle evidence and in-depth analysis. In this course, we will study and practice the art of the college essay. We will work in three disciplines or fields: literature, interdisciplinary social studies, and visual art/film. At the end of this intensive course, you will feel comfortable answering the prompts and assignments in a wide range of courses. Readings will be relatively short; assignments will be frequent; drafts and revisions will be built into the curriculum.

**Class Format:** During the visual art unit, we may visit local museums. Drop-in office hours will be available several afternoons every week.

**Requirements/Evaluation:** attendance and active classroom participation (including occasional field trips); daily writing exercises and several short papers; regular one-on-one meetings with professor for writing critiques.

**Prerequisites:** permission of a dean

**Enrollment Limit:** 12

**Enrollment Preferences:** students who need to make up a deficiency

**Expected Class Size:** NA

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course is designed to count for both full semester and Winter Study credit. Once a dean approves enrollment, the Registrar's Office will register students in ENGL 103 and ENGL 42.

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This in-person class will include regular time for writing with plenty of feedback during the drafting process.

**Attributes:** ENGL Criticism Courses

Winter 2023

SEM Section: 01 M-F 10:00 am - 1:00 pm Cassandra J. Cleghorn

### **ENGL 104 (S) Creative Non-fiction (WS)**

In this course we will read some of the most prominent practitioners of creative non-fiction--writers like John McPhee, Joan Didion, Malcolm Gladwell, Susan Orlean, Janet Malcolm, Joshua Foer, Zadie Smith and Oliver Sacks. Students will also write in a variety of non-fiction modes--explainers, profiles, essays, memoirs. We will probe the border between invention and fact and consider the ways that narratives are constructed.

**Class Format:** workshop

**Requirements/Evaluation:** four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Four short exercises of three pages or less; three longer assignments of five pages; and a final assignment, which is a revision and expansion of an earlier essay. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm John E. Kleiner

**ENGL 105 (F)(S) American Girlhoods (DPE) (WS)**

**Cross-listings:** WGSS 105 ENGL 105

**Primary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**ENGL 107 (S) Temptation (WS)**

**Cross-listings:** COMP 106 ENGL 107

**Primary Cross-listing**

We want most those things we can't--or shouldn't--have. Or, to put it another way, it is when limitations are placed on our actions by law, religion, or the facts of our own biology that we experience desire most acutely. In this course, we will examine fictional narratives, lyric poems, and philosophical meditations in which people are tempted to act against their better judgement. Free will, ambition, temperance, suspense, despair, and repression will

be our conceptual preoccupations. We will get to know such writers and artists as Homer, Euripides, Ovid, Augustine, Shakespeare, Donne, Milton, Laclos, Mozart, Freud, Frost, and Scorsese.

**Requirements/Evaluation:** Four five-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 106 (D1) ENGL 107 (D1)

**Writing Skills Notes:** Students will write four five-page papers, each of which will receive timely and extensive written feedback from the instructor. Students will be invited to discuss their papers with the instructor at the draft stage.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

### **ENGL 109 (F)(S) Narrating Change (WS)**

How do we narrate change? Change is radical (from radix, "root," thus pertaining to what is essential) when it alters how we experience, think, and act. If we change radically, and the structure of our experience is altered, how are we then to connect what comes before to what comes after? On the other hand, if change does not cause such a transformation in the self, then how is it experienced? In this class we will read memoirs (Mirza Ghalib), novels (Virginia Woolf; Chinua Achebe), lyric poetry (Charles Baudelaire; Faiz Ahmad Faiz; Teji Grover), historical narrative (W.E.B. Dubois), psychoanalytic theory (Sigmund Freud; Jean Laplanche), and philosophy of science (Thomas Kuhn; Reinhart Koselleck), to examine the ways human beings fashion to work through, think about, and represent change.

**Requirements/Evaluation:** Five response essays (1 page), three critical essays (5 pages), one revision plus expansion (8 pages)

**Prerequisites:** no prerequisites

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write more than 20 pages. They will receive extensive feedback on their writing from me and will revise and expand one essay. Texts read in class will also be examined as models for how to organize thought through writing.

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Paresh Chandra

### **ENGL 111 (F) Poetry and Politics (WS)**

"Poets are the unacknowledged legislators of the world" wrote Shelley in his 1821 "Defence of Poetry," countering the widely held view of poetry's airy irrelevance to the material progress of humanity. His claims are echoed a century and a half later in Audre Lorde's "Poetry is Not a Luxury," in which she argues that poetry is a vital and essential part of her own political struggle as a Black lesbian feminist. But when W.B. Yeats--himself a very politically involved poet--writes in 1917 that "from the quarrel with others comes rhetoric; from the quarrel with ourselves comes poetry," he implies that poetry would suffer from too much involvement with the "quarrel with others" that is politics. And when W. H. Auden writes in 1939 that "poetry makes nothing happen" he appears to locate poetry's value precisely in its irrelevance to politics as such. This course will focus on the vexed relationship

between poetry and political struggle, reading predominantly poetry and poetics (writings about poetry) of the last two centuries in an effort to answer the questions: what can poetry do for politics? what does politics do for (or to) poetry? Is poetry essential to political struggle, or do poetry and politics mix only to the detriment of both, producing, on the one hand, bad poetry, and on the other, mere distractions from the "real" work of politics? The primary goal of the course is to make students better readers and appreciators of poetry, and better readers and writers of argumentative prose.

**Class Format:** discussion

**Requirements/Evaluation:** graded essays, final in-class team project

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 14

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write 5 essays total. After each essay, students meet individually with the professor to discuss their writing and plan specific improvements in their writing skills. Two of the essays will be revised after peer-review tutorials.

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Alison A. Case

### **ENGL 112 (F) Introduction to Literary Criticism (WS)**

What determines meaning? How we interpret is inevitably inflected by our own priorities and preoccupations, by the contexts in which we read, by literary and other conventions, and by the historical and personal circumstances of a work's composition, as well as deriving from the particular words of a text and from the mutable life of language itself. So how to go about the task of reading literature well, and reading critically? This course will focus on key introductory methods and critical approaches, and is intended to develop your skills in reading, writing about, discussing and interpreting literary texts. Our readings--mainly short fiction and poetry, along with selected introductory work in critical theory--will invite increased self-consciousness about literary form, the functions of criticism, and the process of reading and interpretation. In the last weeks of the course, we will read longer texts, including at least one play and one novel.

**Requirements/Evaluation:** Three papers rising from 3-6 pages, discussion board postings, and contribution to class discussions.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Three papers, rising from 3 pages for the first, to 6 pages for the last. Postings on Glow discussion boards. Extensive written feedback on longer papers, plus the option of revision.

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am James L. Pethica

### **ENGL 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Primary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the

Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

### **ENGL 114 (F) Literary Speakers (WS)**

The general purpose of this course is to develop students' skills as interpreters of poetry and short fiction. Its particular focus is on how--and with what effects--poets create the voices of their poems, and fiction writers create their narrators. We'll consider the ways in which literary speakers inform and entice, persuade and sometimes deceive, their audiences. Readings will include texts from various historical periods, with particular emphasis on twentieth-century writers (including works by James Joyce, Henry James, Vladimir Nabokov, Robert Frost, Toni Cade Bambara, Raymond Carver, and Seamus Heaney).

**Requirements/Evaluation:** 4 or 5 papers, of varying lengths, spaced throughout the term (about 15-20 pages total); detailed feedback will be provided on each paper, along with opportunities for revision. There will be no examinations in this course.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not yet taken a 100-level course in English

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be 4-5 papers assigned, spaced evenly throughout the term, ranging in length from 1-2 pages to about 5 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences before and after each paper. At least

two classes during the term will be specifically devoted to issues related to paper writing.

Fall 2022

SEM Section: 01 Cancelled

**ENGL 116 (F) The Remix: Adaptation and Revelation (WS)**

This course explores the ideas of remaking and adaptation. We examine twentieth and twenty-first-century fiction, poetry, film, and hybrid texts that interact with subject matter stretching from Greek mythology to New World castaway stories to global pandemics. What is the nature of the work they attempt? What is lost and gained in these re-visions? In response to these questions, emphasis is placed on critical reading and writing (and rewriting), as well as on research skills. Works considered throughout the term come from, among others, Jorge Luis Borges, Anne Carson, J.M. Coetzee, Alfonso Cuarón, and Natasha Trethewey.

**Requirements/Evaluation:** at least 20 pages of writing; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will do at least 20 pages of writing (4 papers) and will be required to significantly revise one paper. Students will also provide two detailed editorial responses to the work of another student. Significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Ricardo A Wilson

**ENGL 117 (F) Introduction to Cultural Theory (WS)**

**Cross-listings:** ENGL 117 COMP 117

**Primary Cross-listing**

This course has a clear purpose. If you had signed up for a course in biology, you would know that you were about to embark on the systematic study of living organisms. If you were registered for a course on the American Civil War, you would know that there had been an armed conflict between the northern and southern states in the 1860s. But if you decide you want to study "culture," what exactly is it that you are studying? The aim of this course is not to come up with handy and reassuring definitions for this word, but to show you why it is so hard to come up with such definitions. People fight about what the word "culture" means, and our main business will be to get an overview of that conceptual brawl. We will pay special attention to the conflict between those thinkers who see culture as a realm of freedom or equality or independence or critical thought and those thinkers who see culture as a special form of bondage, a prison without walls. The course will be organized around short theoretical readings by authors ranging from Matthew Arnold to Laura Mulvey, but we will also, in order to put our new ideas to the test, watch several films (mostly of the class's choosing) and listen to a lot of rock and roll. Why do you think culture matters? Once you stop to pose that question, there's no turning back.

**Class Format:** discussion

**Requirements/Evaluation:** four formal writing assignments totaling 20 pages (three full essays + one lead-in assignment), informal writing twice weekly, class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 117 (D1) COMP 117 (D1)

**Writing Skills Notes:** Students will write three five- to seven-page papers, on which I will provide extensive feedback. Before writing their first papers, students will submit theses and introductions, which I will help them refine. We will hold three extra writing sessions, to discuss how best to organize arguments. Students will write informally before every class.

**Attributes:** AMST Critical and Cultural Theory Electives

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

### **ENGL 120 (F)(S) The Nature of Narrative (WS)**

**Cross-listings:** COMP 111 ENGL 120

#### **Secondary Cross-listing**

Stories are one way that we make sense of the world; but how you tell a story is just as important as the events it relates. This course will examine literary narratives from a wide range of traditions, media, and genres, and work on reading them in more informed, more sophisticated, and more interesting ways. Texts will span classics (e.g. Homeric epic and/or *The Tale of Genji*), fiction ranging from nineteenth-century realism to postmodern experimentation (possibly including Tolstoy, Zola, Garcia Marquez, Toni Morrison, and/or Colson Whitehead), and visual literature from film and drama to graphic memoir (possibly including Art Spiegelman, Tezuka Osamu, and Alison Bechdel). We will also read some short works of literary theory from around the world to help us broaden our idea of what literature can be and do. All readings in English.

**Class Format:** The second half of the course may have a modified tutorial format, where small groups meet with the instructor once a week, with students' papers and responses forming the basis of the discussion.

**Requirements/Evaluation:** Regular attendance and participation in class; short and mid-length writing assignments spaced throughout the semester; revision of selected assignments after receiving instructor feedback.

**Prerequisites:** none

**Enrollment Limit:** 18

**Enrollment Preferences:** Students considering a major in Comparative Literature

**Expected Class Size:** 18

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 111 (D1) ENGL 120 (D1)

**Writing Skills Notes:** Multiple writing assignments that build upon each other, including drafts and revisions, with substantial individualized feedback on writing from the instructor.

**Attributes:** FMST Related Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Sarah M. Allen

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Christopher A. Bolton

### **ENGL 123 (F)(S) The Short Story (WS)**

The reading for this course will consist entirely of short stories by such writers as Poe, Hawthorne, James, Doyle, Hemingway, Faulkner, Gilman, Chopin, Cather, Toomer, McCullers, O'Connor, Borges, Nabokov, Kincaid, Saunders, Diaz, and Shepard. We will read one or two per class meeting; at the end of the course, we'll be reading one collection, by Raymond Carver. Reading short stories will allow us to pay close attention to the form of our texts, and to paragraphs, sentences, and words. The premise of the essays you will write is that short stories and short essays are both arts based on controlling the release of information and meaning, and that studying the two genres together will have reciprocal benefits for reading and writing.

**Class Format:** class meetings will be devoted almost entirely to discussion

**Requirements/Evaluation:** grades will be based on the five formal writing assignments, with rewards for improvement, plus class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken a 100-level English course; then sophomores who have not taken a 100-level English course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be five formal writing assignments, totaling about twenty pages. My response to each paper will include extensive marginal comments on technical issues, and a typed page of comments on the ideas and structure of the paper as a whole. Final grades will be determined by both the student's intellectual engagement and his or her increasing mastery of the art of writing essays.

**Attributes:** ENGL Creative Writing Courses

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am John K. Limon

### **ENGL 131 (S) All About Sonnets (WS)**

Fourteen lines in a fixed pattern. When Sir Thomas Wyatt introduced the sonnet to England in the 1500s with his translations of Petrarch, the form quickly became entrenched in English, and has been in regular use ever since. Originally penned as expressions of idealized love, sonnets soon expanded to address other kinds of emotionally intense relationships--to God, Nature, art, a particular place, the State, oppressors--while still, obsessively, returning to love in all its myriad forms. This makes the sonnet, deeply personal though it is, also a kind of pocket-sized literary tradition, as each new generation of poets extends, disrupts, and comments upon the whole history of sonnets. "A sonnet is a moment's monument," wrote D.G. Rossetti (in, of course, a sonnet)--speaking of the sonnet's tendency to offer just a snapshot of the poet's mental and emotional state--but the tradition of producing numbered sequences of sonnets can also string those moments into a kind of narrative. Similarly, while the sonnet is founded in strong feeling, it is also obsessed with logic, delighting in logical argumentation, contradictions and paradoxes. This course will focus on a broad range of sonnets, historically, geographically and thematically, as well as criticism and theory relating to sonnets. Studying sonnets that are variously inspiring, devastating, and lol funny, we will become Sonnet Experts, while developing broadly useful skills in careful reading, concise writing and sound argumentation. Poets will include Shakespeare, Wordsworth, Keats, Elizabeth Barret Browning, DG and Christina Rossetti, Claude McKay, Edna St. Vincent Millay, John Berryman, Seamus Heaney, Vikram Seth, and many, many more. No prior experience with poetry is presumed.

**Class Format:** first week in regular class meetings, followed by weekly tutorial meetings in pairs

**Requirements/Evaluation:** five tutorial essays 3-5 pages; five responses to partners tutorial essays; 10 sonnet paraphrases and/or "prose sonnets;" thoughtful participation in tutorial meetings

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Bi-weekly short analytic papers (1000 words) which will be critiqued in tutorial meetings and revised as needed. Bi-weekly critique of partner's paper. Regular sonnet paraphrases and or "prose sonnets" that will be critiqued for linguistic precision and succinctness.

Spring 2023

TUT Section: T1 TBA Alison A. Case

**ENGL 138 (F) What is a Self? Investigations in Literature, Philosophy, and Psychology (WS)**

The experience of having a self (or a subjective point of view) informs and colors literally everything we think, see, and feel. And yet what is a self? Is it the unchanging essence of who we are as individuals? Or is it the historically contingent product of ever-changing cultural and political forces (like the media, gender norms, and ideologies about race, to name just a few)? Or, perhaps, is the belief that we have a self just one big illusion, as the Buddha suggested millennia ago and as modern philosophers and scientists have argued in their own different ways more recently? In this class, we'll explore the deep mystery of human existence that we call "the self" or "subjectivity," looking at various attempts to capture, represent, and explain it (even escape it!). Our investigations will be wide-ranging, looking at examples from literature, philosophy, religion, and psychology. Works we'll study include: Tim O'Brien's *The Things They Carried*, Toni Morrison's *Beloved*, and theoretical writings on the self by Plato, Thoreau, and Jean-Paul Sartre among others. We'll even try our hand at meditation, while learning about the Buddhist idea of "no self." Students who genuinely find the experience of the self puzzling and fascinating will get the most out of this class. Bring an open mind about what it is to have a mind in the first place.

**Requirements/Evaluation:** four essays totaling 18-20 pages; active class participation; participation in other short informal writing assignments.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Four essays (ranging in length from 4-6 pages long) in multiple drafts, adding up to 18-20 pages total. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Bernard J. Rhie

**ENGL 150 (F)(S) Expository Writing (WS)**

Writing clearly is the most important skill you can learn in college. Do you suffer from writer's block? Do you receive consistent criticism of your writing without also learning strategies for how to improve? This course is for students who want to learn how to write a well-argued, intelligible essay based on close, critical analysis of texts. We will derive our method for mastering the complex art of writing from Atul Gawande's bestselling book, *The Checklist Manifesto*. In addition to sharpening your skills in reading, note-taking and literary analysis, this class will give you tools for generating drafts, peer editing, revising, and polishing your writing. The majority of the readings for this course will be literary essays, mostly contemporary, mostly American.

**Requirements/Evaluation:** Requirements include active class participation (including peer-editing), drafts and revisions of four to five papers totaling at least 20 pages. Overall evaluation will include improvement and effort.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** first-year students, especially students with demonstrated need for help with analytical writing

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course is devoted to the study of writing, focusing especially on expository essays. Four to five papers are assigned, totaling at least 20 pages. Special attention will be paid to drafts, revision and building peer editing skills. Regular, one-on-one meetings with professor will be encouraged.

Fall 2022

SEM Section: 01 MWF 10:00 am - 10:50 am Cassandra J. Cleghorn

Spring 2023

SEM Section: 01 Cancelled

**ENGL 158 (F) Expository Writing: Contemporary Linked Stories (WS)**

In this expository writing and writing intensive course, we will read and write about several collections of linked short stories about altered states of mind and body, immigrant experiences, and the magic of everyday life. We will examine linked stories as a form organizing narratives that *can* stand alone, but that resonate powerfully with one another, sharing themes, settings, and sometimes even characters. Texts may include Denis Johnson's *Jesus' Son*, Bryan Washington's *Lot*, Carmen Maria Machado's *Her Body and Other Parties*, and Alice Munro's *Juliet* stories. Class time will be split nearly equally between analysis of the assigned texts and active work with student writing, including freewriting, rewriting, sentence and paragraph workshops, peer editing, and writing strategy sessions.

**Requirements/Evaluation:** 4 or 5 two-page assignments, two with required revisions; 4 five-page papers, all with required revisions; discussion participation; attendance.

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First preference goes to first-year students who have not received a 5 on AP LITERATURE or a 6 or 7 on the IB. Additional rules via English Department Website.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course is dedicated to the teaching of college-level expository writing. Students will complete several assignment sequences that build from 2-page response papers to 5-page argumentative essays and that include required revisions at multiple stages. About half the class time will be spent discussing and practicing writing strategies and mechanics.

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Ezra D. Feldman

**ENGL 159 (F) Other People's Lives: Contemporary American Memoir (WS)**

The goal of this course is to teach you how to write a clear, well-argued, intelligible and interesting analytical paper. We will spend most of our class time actively engaged in a variety of techniques to improve your critical reasoning and analytical skills, both written and oral. Though the skills you learn will be applicable to other disciplines, and a central purpose of the course is to improve all aspects of your writing, this is a literature class, designed partly to prepare you for upper level courses in the English Department, so we will, therefore, spend equal time on the interpretation of literature, in this case, contemporary American memoir, examining the ways in which recent American memoirists represent themselves through prose and the choices they make in shaping their life stories. Given the techniques shared by novelists and memoirists, how firm is the line between fiction and non-fiction? What are the sources of a memoirist's authority? What are the ethics of memoir-writing? What kind of relationships do memoirists seek with their readers, and how do they go about achieving them?

**Requirements/Evaluation:** Several short essays, most with drafts and revisions, one student-led class discussion, written comments on published and student work, active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference to First Year students who do not have a 5 on the AP Lit exam or a 6 or 7 on the IB and have not previously taken a 100-level course.

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Five papers, of varying lengths, most of which will go through multiple drafts. Extensive time spent in and out of class on every stage of the writing process. Opportunities to meet with professor outside of class at any stage of writing. Revision built into the course assignments. Commenting on published and peer work as a way to further develop one's own editorial eye.

**Attributes:** ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Karen L. Shepard

SEM Section: 02 TR 9:55 am - 11:10 am Karen L. Shepard

**ENGL 162 (F) Robots, Puppets, and Dolls (WS)**

Is Pinocchio alive? How about the Terminator, or the operating system in *Her*? This course explores our persistent interest in human simulacra (robots, puppets, dolls; but also automata and cyborgs) and what they suggest about human identity, independence, and free will. We'll look at a wide range of simulacra as they appear in literature, film, and, increasingly, in the actual world ("reborn" dolls, therapy robots). We will frame our explorations with readings in artificial intelligence, neurology, and psychoanalysis (Freud on the uncanny; Winnicott on transitional objects). Throughout, we will wonder: why this fascination with the almost living? How is it that we often care more for Wall-E or the Velveteen Rabbit than we do for real people?

**Requirements/Evaluation:** students write five essays over the course of the term, in addition to a number of ungraded but required exercises

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level English course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course requires frequent and serious written work: six exercises, and five essays of between 750 and 1500 words, over the course of the semester. All the essays receive letter grades, and comments addressed to their design and execution.

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Shawn J. Rosenheim

**ENGL 209 (S) Theories of Language and Literature (WS)**

**Cross-listings:** COMP 265 ENGL 209

**Primary Cross-listing**

This course is made up of questions: What is literature and why would anyone want to study it? What can you figure out by examining language that you can't figure out by studying history or psychology? Do students of literature have distinctive ways of asking questions about the world? Why do we call some language literary? Can any language be literary if it appears in the right kind of book? Is there a difference between verbal forms of art and visual or auditory ones? Can novels do things that plays and poetry cannot? Why does anyone read poetry anyway?

**Requirements/Evaluation:** informal writing every week; three 6-page papers; class attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 265 (D1) ENGL 209 (D1)

**Writing Skills Notes:** Informal writing before every class (about 500 words); three 6-page essays, plus a lead-in assignment on which the professor comments; two special writing sessions; fifteen pages of writing advice. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL Criticism Courses ENGL 200-level Gateway Courses

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian Thorne

**ENGL 222 (S) Lyric Poetry (WS)**

The goal of this writing-skills gateway course is to advance our abilities as rigorous, subtle, and imaginative interpreters of poetry. Our focus will be on lyrics--relatively short poems in which a single speaker describes (often in intense language) his or her emotions, attitudes, or state of mind. Our readings will be drawn from a range of historical periods from the seventeenth century forward, with particular emphasis on poems written since the mid-nineteenth century. Among the poets likely to be studied are: Jonson, Wordsworth, Coleridge, Keats, Dickinson, Hardy, Owen, Yeats, Auden, Frost, Gluck, and Heaney. We will also discuss works by two poets at Williams: Lawrence Raab and Jessica Fisher.

**Requirements/Evaluation:** active participation in seminar discussions, and four or five papers (about 20 pages total)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** sophomores and first-year students who have not yet taken an ENGL Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** There will be 4 or-5 papers assigned, ranging in length from 4-6 pages, spaced evenly throughout the term. Total writing will be about 20 pages. Detailed feedback will be provided on each paper. There will be opportunities for revisions, and for conferences related to the papers.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B

Spring 2023

SEM Section: 01 Cancelled

**ENGL 228 (F) The Renaissance in England and the European Continent: Self and World (DPE) (WS)**

**Cross-listings:** ENGL 228 COMP 230

**Primary Cross-listing**

At the same time as the individual human being in possession of a distinctive personality was taking on enormous importance in politics, philosophy, literature, and the visual arts, early modern Europeans were encountering unprecedented levels of cultural diversity. In this interdisciplinary course, we will consider these two developments both separately and together. As Renaissance humanists were acquiring a sophisticated understanding of the distance between the present and various European pasts (the recent medieval past and the remote history of antiquity), they were also coming into contact with non-European cultures in Africa, the Americas, and Asia via trade and economic development, imperial expansion, and religious conversion. Always at stake in these encounters was the question of who counted as an individual; the self was not considered to be intrinsic to human nature but rather the product of historical and cultural developments. Themes will include religious pluralism, the sacred and the secular, vernacularity, exploration and empire, the relationship between mind and body, slavery, trade, wealth, gender, self-fashioning, and style. We will consider such English writers as the Pearl poet, More, Marlowe, Spenser, Shakespeare, Browne, and Milton; such continental intellectuals as Descartes, Erasmus, Las Casas, and Castiglione; and such continental artists as Michelangelo, Velázquez, Bruegel, and Rembrandt.

**Requirements/Evaluation:** Five four-page papers, in-class presentation, thoughtful participation in discussions

**Prerequisites:** A 100-level ENGL course, a score of 5 on the AP English Literature exam, a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 228 (D1) COMP 230 (D1)

**Writing Skills Notes:** The course asks students to write five four-page papers and offers exposure to a range of humanistic modes, from close

reading to visual analysis to the exposition of philosophical claims. One paper will involve independent research. The instructor will provide frequent and extensive written feedback on student work. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course examines the role of historical and cultural difference within and beyond Europe at the very beginning of globalization. Students will become acquainted with the origins of colonialism and the global traffic in slaves, as well as with the complex role of writers and intellectuals in questioning, defending, and imagining these practices. We will consider the epistemological challenges of accessing the testimony of subordinated persons.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories A

Fall 2022

SEM Section: 01 TR 11:20 am - 12:35 pm Emily Vasiliauskas

**ENGL 233 (F) Great Big Books (WS)**

**Cross-listings:** COMP 293 ENGL 233

**Primary Cross-listing**

Some of the greatest novels are really, really long--so long that they are too seldom read and taught. This course takes time to enjoy the special pleasures of novels of epic scope: the opportunity to immerse oneself in a wide and teeming fictional world; to focus sustained attention on the changeable fortunes of characters and societies over a long span of time; to appreciate the detailed grounding of lives in their social environment and historical moment; to experience the leisurely and urgent rhythms, with their elaborate patterning of build-ups and climaxes, that are possible in such works. We will read but two novels, both preoccupied with the disruption and evolution of lives and loves at moments of historic upheaval: *War and Peace* (1869), Leo Tolstoy's epic of the Napoleonic Wars, and *Parade's End* (1924-28), Ford Madox Ford's modernist masterpiece about World War I and its traumatic impact on English social life. Set a century apart, the novels are distinguished by vivid and scrupulous representation of their respective wars, by their shrewd accounts of political and social pressures informing the crises, and by their insight into the struggles of those whose lives are engulfed in global crisis. Tolstoy's and Ford's approaches to fictional representation, however, provide intriguing contrasts: one favors the lucidity of classic realism, the other the challenges of modernist innovation; one deploys a single multiplot novel, the other a tetralogy of shorter novels developing a single plot. We will discuss the differing strategies and effects of these two approaches, as well as the more general difficulties of reading and interpreting long fiction.

**Requirements/Evaluation:** regular class participation and four 5-page papers, two of them submitted in both a draft and a revision

**Prerequisites:** a 100-level English course, or a score of 5 on the Advanced Placement examination in English Literature or a 6 or 7 on the International Baccalaureate

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 293 (D1) ENGL 233 (D1)

**Writing Skills Notes:** Four 5-page papers, two of them submitted in both a draft and a revision; two mandatory paper conferences to discuss the drafts; occasional in-class discussion of issues of writing and argumentation.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Stephen J. Tift

**ENGL 256 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Secondary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

### **ENGL 257 (F) The Personal Essay (WS)**

The personal essay as a literary form includes a wide range of genres including literary journalism, creative nonfiction and the lyric essay. (Note the exclusion of "memoir" or "autobiography" in this list. This course is NOT a course in memoir or autobiography.) As a Gateway to the English major, this course we will focus on critical methods and analytical writing skills that will serve students who want to pursue more advanced work in the department. We will consider the literary history of the personal essay from Montaigne to yesterday, attending primarily to writers from the 20th and 21st centuries, and from the U.S. The reading list may include: James Baldwin, James Agee, Annie Dillard, Audre Lorde, John McPhee, Joan Didion, Adrian NicholeLeBlanc, Jennifer S. Cheng, Anne Carson, Samuel Delaney, Maggie Nelson, Alexander Chee, Lydia Yuknavitch, Saidiya Hartman and Karen Green.

**Requirements/Evaluation:** Evaluation will be based on class participation, peer editing, writing and revision, with special attention given to the student's engagement in every aspect of the writing process.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** This course will demand weekly writing and critical responses, drafts and revisions of essays, as well as peer editing. There will be 4-5 essays required, for a total of approximately 25-30 pages. One-on-one meetings with the professor will be a regular feature.

**Attributes:** ENGL 200-level Gateway Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Cassandra J. Cleghorn

**ENGL 258 (F) Poetry and the City (WS)**

In this course we will consider poems generated out of the experiences of urban life. The city provides for poets a vivid mental and imaginative landscape in which to consider the relation of vice and squalor to glamour; the nature of anonymity and distinction; and the pressure of myriad bodies on individual and mass consciousness. We will explore ways in which the poet's role in the body politic emerges in representations of the city as a site both of civilized values and/or struggles for power marked by guile and betrayal. Taking into account the ways in which cities have been transformed over time by changing social and economic conditions, we will consider such issues as what the New York of the 1950s has to do with the London of the late eighteenth and early nineteenth centuries, and why poetry as a genre might be particularly suited to representing the shifting aspects and populations of urban life. Poets will include Dante, Pope, Swift, Blake, Wordsworth, Whitman, Baudelaire, Yeats, Crane, Moore, Hughes, Brooks, Lorca, Bishop, Ginsberg, Baraka, Ashbery, Yau, Bitsui, Rankine, and Diaz. We will also draw on essays by Simmel, Benjamin, Williams, and Canetti, photographs by Hines, Weegee, Abbott, and Nishino; the blues, as sung by Holliday and Vaughan; and films such as *Man with a Movie Camera*, *Rear Window*, and *Breathless*.

**Class Format:** discussion-based

**Requirements/Evaluation:** class participation; the course will require four 5-page essays in multiple drafts

**Prerequisites:** 100-level English course or a 5 on the AP literature exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year and sophomore students who are thinking of majoring in English, and majors who have not yet taken a Gateway course.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** The course will require four 5-page essays in multiple drafts. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories B ENGL Literary Histories C

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Anita R. Sokolsky

**ENGL 264 (S) Utopia and the Idea of America(s) (WS)**

**Cross-listings:** ENGL 264 COMP 295

**Primary Cross-listing**

What value does the utopian/dystopian text hold in the development of alternative thought? This course, primarily grounded in science fiction and the African American and Latin American contexts, will address this question via the thoughtful examination of a range of theoretical, fictional, and cinematic texts from, among others, Thomas More, John Akomfrah, Samuel Delany, Octavia Butler, Jorge Luis Borges, Alfonso Cuarón, José Vasconcelos, Eduardo Urzaiz, and Fredric Jameson.

**Requirements/Evaluation:** weekly reading responses, active class participation, two close readings (500 words each), annotated bibliography, class presentation, final paper (8-10 pages)

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Enrollment Preferences:** first- and second-year students, and English majors who have yet to take a Gateway course

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 264 (D1) COMP 295 (D1)

**Writing Skills Notes:** Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Ricardo A Wilson

**ENGL 279 (F) Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams (DPE) (WS)**

This course is designed to introduce you to Latinx literary and cultural production from the 1930s through the present. We will read and encounter some of the most urgent and exciting literary-artistic texts produced by Latinxs in the U.S., focusing our attention on the post-war period and the flourishing of the Chicano Movement-related cultural renaissance of the late 1960s and early 70s, along with the Movement's significant aftermaths. This focus highlights the significant contributions Chicano voices have made to Latinx literary studies and creates space for the incorporation of other Latin American-descended peoples (including Nuyoricans, Cubanos, Central Americans, Afro-Latinxs, and more). In addition to traditional narrative forms, we will also study poetry, films, photography, plays, murals, and performance art. In this way, you will gain a critical awareness of how Latinxs have historically engaged in various modes of artistic experiment to better question some of the twentieth and twenty-first centuries' most pressing global and local political issues (from migration to racism to coloniality to heterosexism to gentrification to U.S. imperialism and more). The course, at its core, will explore issues of identity-formation, particularly as they relate to Latinx struggles for equality on the fault lines of race, class, and gender/sexuality. Who and/or what is the Latinx subject, and how does the question of identity relate to struggles for cultural recognition and political equality? To what extent does the Latinx subject's political freedom rest upon practices and processes of identity-formation or, alternatively, dis-identification? As we explore these questions, we will also examine how Latinxs come to inhabit and articulate a sense of space and place in the shifting landscapes of culture--from the city to the campo to the cultural in-between of the border.

**Requirements/Evaluation:** Active participation in in-class and online discussion, four 4-5 page essays, writing-related homework assignments, and an in-class presentation.

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Sophomores considering the English major, but juniors and seniors are also welcome.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** The instructor will provide written feedback on student work. Students will receive timely feedback on essay assignments with suggestions for improvement and will revise their essays.

**Difference, Power, and Equity Notes:** This course offers students the opportunity to learn and think critically about Latinx community struggles throughout U.S. social history while examining the forms of cultural expression that arise out of and in relation to those struggles. It also delves into the intersectional nature of Latinx community struggles as they emerge along the fault lines of race, class, and gender/sexuality.

**Attributes:** ENGL 200-level Gateway Courses ENGL Literary Histories C LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Matthew Gonzales

**ENGL 343 (S) Whitman and Dickinson in Context (WS)**

In this tutorial, we will read closely the works of two of the most influential and experimental poets in the nineteenth-century U.S., Walt Whitman and Emily Dickinson. In addition to studying in depth their poems and other writings--in Whitman's case, his essays, in Dickinson's, her letters--we will delve into some of the major critical debates surrounding their work, both individually and when compared to one another. For example, Whitman is often viewed as perhaps the most public nineteenth-century American poet, whereas Dickinson is regarded as perhaps the most "private." We will interrogate this assumption, exploring how each poet represents publicity and privacy in their work, as well as their efforts to "perform" and/or reform an American self. We will also examine how each poet engages questions of gender and sexuality, as well as contemporary debates surrounding such issues as abolition, slavery, women's suffrage, temperance, and settler colonialism. We will consider what role their whiteness plays in their poetry and

personas. Finally, we will explore Whitman and Dickinson's relation to significant literary and philosophical movements of the period, including transcendentalism and the culture of sentiment. Throughout the course, emphasis will be on analyzing and generating interpretations of Whitman and Dickinson's works, constructing critical arguments in dialogue with other critics, formulating cogent written critiques, and carrying on an oral debate about a variety of interpretations. Students will meet with the instructor in pairs for an hour each week. They will alternate between writing 5- to 7-page papers and commentaries on their partner's papers.

**Requirements/Evaluation:** five 5- to 7-page papers, final paper, oral presentation and critique

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write at least five 5-7 page papers, five responses to their partner's writing, and on-going commentary from the instructor on their writing skills.

**Attributes:** ENGL Literary Histories B

Spring 2023

TUT Section: T1 TBA Kathryn R. Kent

### **ENGL 493 (F) Honors Colloquium: English (WS)**

A colloquium for students pursuing critical theses and critical specializations. Students will present and critique their work in progress, and discuss issues particular to researching and structuring a long analytical thesis. We will also discuss the work of a variety of recent critics representing a range of methods of literary study. Satisfactory completion of the course will be required for students to continue on in the honors program. The course will meet sometimes as a full seminar and other times in tutorial-style small groups.

**Requirements/Evaluation:** participation and individual progress on the thesis project, which will be determined in consultation with each student's honors advisor

**Prerequisites:** admission to the department Honors program

**Enrollment Limit:** none

**Enrollment Preferences:** none

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write a 20-page thesis chapter in stages and over multiple drafts. Students will receive from the instructor timely comments on their writing, with suggestions for improvement.

Fall 2022

HON Section: 01 W 1:10 pm - 3:50 pm Emily Vasiliauskas

### **ENVI 208 (F) Saharan Imaginations (DPE) (WS)**

**Cross-listings:** ARAB 209 ENVI 208 COMP 234

#### **Secondary Cross-listing**

Deconstructing reductive Saharanism, which the course conceptualizes as a universalizing discourse about deserts, this course seeks to critically examine the myriad assumptions that are projected upon deserts across times and cultures. In addition to their depiction as dead and empty, deserts have become a canvas for the demonstration of religiosity, resilience, heroism and athleticism. Cultural production, particularly literature and film, do, however, furnish a critical space in which important questions can be raised about deserts' fundamental importance to different cultures and societies. Drawing on novels, films, and secondary scholarship, the course will help students understand how myth, memory, history, coloniality/postcoloniality, and a strong sense of ethics are deeply intertwined in the desert sub-genre of African, Euro-American, and Middle Eastern literatures. Whether

grappling with transcontinental issues of climate change, cannibalization of biodiversity or overexploitation of natural resources, desert-focused cultural production invites us to interrogate the politics of space and place as well as mobility and spatial control as they relate to this supposedly dead nature.

**Requirements/Evaluation:** active participation, short presentation, short weekly responses on GLOW, midterm exam, and final paper

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** Students are admitted into the course on a first-come-first-serve basis. If the course is over-enrolled, preference will be given to Arabic Studies and Comparative Literature majors and certificates.

**Expected Class Size:** 14

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 209 (D1) ENVI 208 (D1) COMP 234 (D1)

**Writing Skills Notes:** Students will receive constant and extensive feedback on their written work. Students will write regular weekly responses on Glow, a reflection statement, two 5pp. papers for midterms, and one 10pp. final paper.

**Difference, Power, and Equity Notes:** Students will gain critical awareness of the imbrication of power, hegemony, economic injustice, and colonial policies in the disruption of indigenous conceptions of the Saharan space. Students will also be able to question representations of the Sahara as a dead or empty space by engaging with locally produced alternative conceptualizations of place. Finally, students will produce written assignments that address issues of power and environmental discrimination.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli

**ENVI 212 (F) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** ENVI 212 ECON 214

**Secondary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument.

Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Fall 2022

TUT Section: T1 TBA Ralph M. Bradburd

**ENVI 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Primary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

**ENVI 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Primary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

**ENVI 351 (F)(S) Marine Policy** (DPE) (WS)

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the

disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

### **ENVI 355 (F) Animals and Society (WS)**

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this tutorial will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

**Requirements/Evaluation:** one 5- to 7-page essay every other week and carefully prepared oral responses to partners' essays in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly tutorial paper or response paper for which the instructor will provide feedback on writing skills as well as content. Opportunities to revise.

Fall 2022

TUT Section: T1 TBA Laura J. Martin

### **ENVI 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**ENVI 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

**Secondary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**GBST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

**Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**GBST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASIA 117

**Secondary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore

themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

**GBST 218 (S) Capital and Coercion (DPE) (WS)**

**Cross-listings:** GBST 218 ECON 218

**Secondary Cross-listing**

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch "cultivation system" in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will be fifty or more pages per week, and will include historical case studies and excerpts from novels and diaries.

**Requirements/Evaluation:** Students will be evaluated based on class participation and on four essays.

**Prerequisites:** Econ 110

**Enrollment Limit:** 19

**Enrollment Preferences:** If overenrolled, students will be asked to submit a short statement of interest.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 218 (D2) ECON 218 (D2)

**Writing Skills Notes:** Students will receive guidelines on writing drafts and self-editing for clarity and structure. There will be four 5-7 page writing assignments for the class, spaced throughout the semester, with instructor feedback and an opportunity to revise one for final submission. We will also carefully analyze several beautifully written non-fiction articles that explore topics related to this class written for a general audience.

**Difference, Power, and Equity Notes:** This course analyzes the evolution of economic inequality. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

**Attributes:** POEC International Political Economy Courses

Spring 2023

SEM Section: 01 Cancelled

**GBST 219 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

**Secondary Cross-listing**

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of migrant intellectuals and artists from North Africa and the Middle East, who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this

interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

**GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Ezeiq

**GBST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Secondary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

**GBST 480 (F) Media and Society in Africa** (DPE) (WS)

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Secondary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

### **GEOS 111 (F) Radical Science- How Geology Changed the Way We See the World (WS)**

Copernicus shocked Europe when he suggested that the Earth is not the center of the universe. Hutton and other geologists made an equally radical proposal more than two centuries later when they introduced the concept of deep time and argued that the Earth was much older than 6,000 years, as determined by biblical scholars. Several decades later, Darwin and Wallace shook the foundation of western philosophy once more when they proposed that organisms evolved. When geologists reinterpreted landscape features once attributed to the great flood as evidence for past continental glaciation, the concept of extreme climate change through time sprang to life. During the 20th century, the permanence of Earth's geography was challenged by the continental drift hypothesis, which was initially rejected for decades until it reemerged as plate tectonic theory. This tutorial explores how geologic breakthroughs challenged western views of humans as the center of creation living in a world with limited change. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

**Requirements/Evaluation:** five 5-page papers and five oral critiques of partner's papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** First year students then second year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Students will write five 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** GEOS Group C Electives - Solid Earth

Fall 2022

TUT Section: T1 TBA Paul M. Karabinos

### **GEOS 201 (F) Field Methods and Structural Geology (WS)**

Geologic history is preserved in rocks and it can be deciphered using fundamental principles such as superposition and cross-cutting relationships. Field observations are essential to understanding the rock record, and data and interpretations are encoded in geologic maps. This course introduces students to topographic and geologic maps, best practices for geologic field work, the field identification of common minerals and rocks, geologic contacts, and structures such as folds, and faults. Students will develop skills for presenting field data in papers, figures, and oral presentations. This course is in the Solid Earth group for the Geosciences major.

**Class Format:** lecture and discussion, three hours per week and laboratory, three hours per week

**Requirements/Evaluation:** short weekly writing assignments will form the basis for two 10-page papers based on field trips and a final independent

project

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** Geosciences majors or students with a strong interest in geosciences

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** \$15 for field supplies

**Distributions:** (D3) (WS)

**Writing Skills Notes:** There will be two 10-page papers, each based on four field trips. Students will submit short field descriptions and figures with captions after each field trip. The shorter assignments will be incorporated in two papers. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GEOS Group C Electives - Solid Earth

Fall 2022

LEC Section: 01 MWF 11:00 am - 12:15 pm Paul M. Karabinos

LAB Section: 02 M 1:00 pm - 4:00 pm Paul M. Karabinos

### **GEOS 312 (F) Mass Extinctions: Patterns and Processes (WS)**

Over the last 541 million years of Earth history, five major mass extinctions have occurred, each dramatically changing the makeup and course of life on our planet. During some of these events, over 75% of all marine animal species went extinct; during others, groups like the dinosaurs vanished from the planet after tens of millions of years of ecological dominance. This tutorial course will explore the idea of extinction from the evolution of the concept in human thought to current research on the mechanisms and patterns of extinctions through time. We will examine what makes an extinction "mass", delve into the causes and consequences of the major mass extinction events of the Phanerozoic, and discuss the potential human-induced "6th extinction" event occurring in the present day. This course is in the Sediments and Life group for the Geosciences major.

**Class Format:** Weekly 1-hour tutorial meetings with pairs of students; one required all-day field trip.

**Requirements/Evaluation:** four 4-5-page papers, one revision, tutorial presentations, the student's effectiveness as a critic, and 1 problem set

**Prerequisites:** GEOS 107 or GEOS 212; or permission of instructor + any 200 level GEOS course

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** This is a tutorial that involves students writing 4 original response papers and one substantial revision to their writing.

**Attributes:** GEOS Group B Electives - Sediments + Life

Fall 2022

TUT Section: T1 TBA Phoebe A. Cohen

### **HIST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)**

**Cross-listings:** AFR 104 HIST 104 GBST 104

#### **Primary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects

faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

**Requirements/Evaluation:** active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 104 (D2) HIST 104 (D2) GBST 104 (D2)

**Writing Skills Notes:** Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

**Attributes:** AFR Core Electives GBST African Studies Electives HIST Group A Electives - Africa

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

**HIST 109 (S) The Iranian Revolution** (DPE) (WS)

**Cross-listings:** HIST 109 ARAB 109

**Primary Cross-listing**

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini's vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran's geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

**Requirements/Evaluation:** Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

**Prerequisites:** No prerequisites.

**Enrollment Limit:** 10

**Enrollment Preferences:** First Years and Sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 109 (D2) ARAB 109 (D2)

**Writing Skills Notes:** As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

**Difference, Power, and Equity Notes:** The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

**Attributes:** HIST Group E Electives - Middle East

Spring 2023

TUT Section: T1 TBA Magnús T. Bernhardsson

### **HIST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)**

**Cross-listings:** GBST 117 HIST 117 ASIA 117

#### **Primary Cross-listing**

Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

**Requirements/Evaluation:** assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (8-10 pages). All writing assignments are structured to build up the final paper.

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years, and then sophomores who have not previously taken a 100-level seminar.

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

**Writing Skills Notes:** Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

**Attributes:** GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2022

SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

### **HIST 122 (S) The Black Death (WS)**

In what ways does a pandemic change society? Historians and scientists still debate the development and impact of the second plague pandemic, also known as the Black Death, which decimated the people of Asia, Africa, and Europe in the mid-fourteenth century. For many medieval people, the plague was experienced as a terrifying judgment of God upon the world. In this class, we will see how the plague exposed and exacerbated divisions within society, encouraging new political movements, economic changes, and new forms of expression in art and literature. We will read multiple first-hand accounts of the plague, with an eye to seeing how medieval people tried to understand the calamity through science and religion, and how

modern scholars have interpreted the evidence of both written records and archaeology and related sciences. The Black Death is the first global pandemic that produced an extensive written record, and the sources offer us a detailed look at how multiple complex societies handled the crisis.

**Requirements/Evaluation:** Attendance and participation, three short (3- to 5-page) papers, a final 8-10-page research paper

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First- and second-year students. Others will need the permission of the instructor.

**Expected Class Size:** 10-15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three short (3-5 page) papers and a longer (8-10 page) research paper. They will receive feedback on all of these. The research paper will be produced in several stages, with the instructor commenting on each step.

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group P Electives - Premodern

Spring 2023

SEM Section: 01 MWF 8:30 am - 9:45 am Joel S. Pattison

### **HIST 128 (F) Protest after Fascism: Youth, Revolution, and Protest in 1960s West Germany** (DPE) (WS)

The 1960s was a decade of youth and protest. University students in Paris, Belgrade, and Dar es Salaam took to the streets to call for political, economic, and social transformation. This first-year seminar dives into this decade of heady revolutionary fervor, by focusing on the stakes of political protest in postwar West Germany. It evaluates how West Germans formulated their political protests while living in a post-totalitarian and post-genocidal society and considers the extent to which West Germans youths -- despite operating in the international milieu of the "Global Sixties" -- displayed a specifically national set of anxieties. Students can expect to gain an introduction to postwar German history, as well as experience working with primary sources.

**Requirements/Evaluation:** Active participation in discussion, weekly 500-word discussion posts, two 5-6-page reading responses, and a final 10-12-page research paper

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students and then sophomores who have not previously taken a 100-level seminar

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This is an intensive writing seminar for first- and second-year students. We focus on the structure of historical argument, the process of revision, and research skills. Students receive detailed feedback on their writing on each of the shorter writing assignments and on all steps of the crafting of the final paper.

**Difference, Power, and Equity Notes:** This course investigates how West German youths wrestled with questions of national belonging and racial difference in the years after the Holocaust. In addition to evaluating how racial difference operated within after the Federal Republic of Germany after the Nazis' racial genocide of European Jewry, this course explores West German activists' conceptions of two populations that were seen to be racially different: the peoples of the 'Third World' and West Germany's Turkish migrants.

**Attributes:** HIST Group C Electives - Europe and Russia

Fall 2022

SEM Section: 01 MWF 8:30 am - 9:45 am Charlotte A. Kiechel

### **HIST 135 (F) The Coffeehouse from Arabia to the Enlightenment** (WS)

Invented in sixteenth-century Arabia, the coffeehouse soon made its way to Egypt and Istanbul and then to Western Europe. This institution offered a social space where men (and women) could congregate to discuss politics and ideas. Everywhere, it was an object of suspicion, yet its onward march proved unstoppable, and it even became one of the central spaces of the European Enlightenment, the eighteenth-century movement that laid the

foundations of modern Western secular thought. In this course, we will reconstruct the progress of the coffeehouse in order to understand what made it so special. Through its prism we will explore a crucial period in the history of Europe and the Middle East, and investigate how intercultural interactions and intellectual exchange shaped the modern world at a time of religious and political polarization.

**Requirements/Evaluation:** Attendance and participation; two 5-7-pp. papers (and a revision of each); final research project proposal and bibliography; a final, 10-12 pp. research paper; a final research presentation.

**Prerequisites:** First-year standing.

**Enrollment Limit:** 19

**Enrollment Preferences:** First-year students,

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** This class is designed as an intensive expository writing seminar for first-year students. We focus on the structure of expository argument, the importance of revision, on library and research skills, etc. Students receive detailed feedback on their writing throughout the semester and are expected to use the opportunity to hone their craft.

**Attributes:** HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Alexander Bevilacqua

### **HIST 158 (S) North of Jim Crow, South of Freedom (DPE) (WS)**

**Cross-listings:** HIST 158 AFR 158

#### **Primary Cross-listing**

This course analyzes the freedom struggle in the North during the twentieth century. Whereas black northerners drew from broader campaigns and traditions of black resistance, we will explore territorial distinctions in the region that otherwise have been flattened within the long history of civil rights discourse. To accomplish this aim, we will engage the following themes: black culture and radicalism; community formation and residential segregation; demographic and migratory transitions; deindustrialization and the war; gender and respectability politics; labor tensions and civil rights unionism; northern racial liberalism; and the influence of world affairs--all with an eye toward scrutinizing the freedom struggle in its northern variety.

**Requirements/Evaluation:** Students are expected to participate actively and will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (8-10 pages) in consultation with the instructor and will be required to submit a topic proposal.

**Prerequisites:** first-year or sophomore standing; juniors or seniors with permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students and then sophomores who have not previously taken a 100-level seminar. If the course is overenrolled, students with junior and/or senior status will be removed automatically. Other students will complete a questionnaire.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 158 (D2) AFR 158 (D2)

**Writing Skills Notes:** Students will write three short essays (3-4 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course analyzes the long black freedom struggle in the North during the twentieth century. It examines black northerners' efforts to achieve citizenship and equality as well as their challenges and involvements with northern racial liberalism. It offers students the opportunity to think critically about how black resistance campaigns emerged and evolved as discriminatory racial practices persisted in spite of legal and legislative remedies.

**Attributes:** HIST Group F Electives - U.S. + Canada JLST Interdepartmental Electives

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Tyran K. Steward

**HIST 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)**

**Cross-listings:** AFR 159 HIST 159

**Primary Cross-listing**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her *white* parents stated publicly that Dolezal is a white woman *passing as black*. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to *become* white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

**Requirements/Evaluation:** Weekly formal response papers and written critiques.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second-year students will be prioritized, followed by history majors. Should the course be overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 159 (D2) HIST 159 (D2)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

**Difference, Power, and Equity Notes:** Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Tyran K. Steward

**HIST 166 (F) Cold War Films (WS)**

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the

mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

**Requirements/Evaluation:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers' work. They will receive feedback on each of these papers--in writing and in person--from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Jessica Chapman

### **HIST 306 (S) Indigenous Narratives: From the Fourth World to the Global South (DPE) (WS)**

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

#### **Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 306 (D2) GBST 369 (D2) COMP 369 (D1) ARAB 369 (D1)

**Writing Skills Notes:** This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

**Difference, Power, and Equity Notes:** At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

**Attributes:** GBST Borders, Exiles + Diaspora Studies Electives

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Amal Egeiq

**HIST 352 (F)(S) American Maritime History (DPE) (WS)**

**Cross-listings:** HIST 352 MAST 352

**Secondary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

## **HIST 367 (F) Black History is Labor History (DPE) (WS)**

**Cross-listings:** AFR 367 HIST 367

### **Primary Cross-listing**

This seminar explores labor history in relation to black people, spanning the colonial period to the early twenty-first century. It racializes the history of work by tracing the long story of black labor in the U.S. from the plantation to the plant. Whereas the bulk of the course will analyze black labor and labor movements in the twentieth century, specifically focusing on the push for economic inclusion and mobility amid employment, societal and union-related racial discrimination, we will examine what involuntary black labor meant in the context of slavery and the construction of a capitalist economy. Likewise, we will devote attention to black workers with regard to such topics as antiunionism, deindustrialization, economic inequality, Fordism, informal economies, Jim and Jane Crow, labor radicalism and violence, New Deal and welfare, the rise of civil rights unionism, and slavery and capitalism, among other themes.

**Requirements/Evaluation:** Students are expected to participate actively and will write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages) in consultation with the instructor and will be required to submit a topic proposal and outline, an annotated bibliography, and a peer-reviewed draft of the final paper.

**Prerequisites:** Recommended for students with sophomore standing or above and first-year students who both have taken a 200-level history course and have received instructor permission to enroll into the course.

**Enrollment Limit:** 25

**Enrollment Preferences:** HIST and AFR majors followed by students with sophomore, junior, or senior standing. If the course is overenrolled, students will be given a questionnaire and only first-year students who have completed a 200-level history course will be enrolled.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 367 (D2) HIST 367 (D2)

**Writing Skills Notes:** Students will be required to write two comparative essays (5-7 and 6-8 pages) and two primary source analyses (1-2 pages), all of which will be letter-graded and returned with comments. In addition, students will write a final research paper (10-12 pages). Throughout the semester, these writing assignments will total roughly 22-30 pages. Students can expect to have line-edited feedback on their papers with substantial and timely, writing-related suggestions for improvement.

**Difference, Power, and Equity Notes:** This course racializes the study of labor history, focusing on black people and their experiences in the United States from the plantation to the plant. It challenges students to confront and to redefine what it means to labor, grasping how slavery, segregation, and systemic inequalities amid black people's pursuit of citizenship, equality, and freedom have shaped their economic, political, and social conditions and identities.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Tyran K. Steward

## **HIST 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

### **Primary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto

Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin—a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

**HIST 413 (F) The Big Ideas: Intended and Unintended Consequence of Human Ambition (DPE) (WS)**

**Cross-listings:** ARAB 413 GBST 413 HIST 413 ENVI 413

**Primary Cross-listing**

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefitted and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

**Requirements/Evaluation:** A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Seniors, especially History, Arabic and Environmental Studies majors.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARAB 413 (D2) GBST 413 (D2) HIST 413 (D2) ENVI 413 (D2)

**Writing Skills Notes:** A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

**Difference, Power, and Equity Notes:** This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

**Attributes:** HIST Group E Electives - Middle East

Fall 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Magnús T. Bernhardsson

### **HIST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

#### **Primary Cross-listing**

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

### **HIST 433 (F) Colonialism and the Jews (DPE) (WS)**

**Cross-listings:** JWST 433 HIST 433

#### **Primary Cross-listing**

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often

world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates" ; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will be graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

### **HIST 462 (S) For the Soul of Mankind: The Cold War and American Foreign Relations (WS)**

The United States emerged from the Second World War with unprecedented power and influence; for the first time it was poised to take on a level of global leadership that it had long shirked. Yet the U.S. faced an uncertain world, marked by the ascendance of the communist-led Soviet Union as a rival superpower, the impending decolonization of European empires, the emergence of a nuclear arms race, and a host of changes to domestic American life. What ensued was a 45-year Cold War--a battle for the soul of mankind--marked by American officials' relentless determination to combat the threat of communism at home and abroad. This course explores a range of scholarly approaches to that conflict, focusing on high-level diplomacy, hot wars, propaganda, the cultural cold war, and more. In addition to reading and discussing works that exemplify key approaches to studying America's Cold War, students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on a Cold War-related topic of their choosing.

**Requirements/Evaluation:** evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Advanced history majors

**Expected Class Size:** 10-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will produce a 20-25 page final paper through a series of scaffolded assignments, each of which will receive feedback from the professor as well as a group of peers. Assignments leading up to the final research paper include a 4-6 page historiography paper, a 2-3 page draft introduction, and a completed initial draft.

**Attributes:** HIST Group F Electives - U.S. + Canada

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Jessica Chapman

### **HIST 470 (S) Latinx Migrations: Stories and Histories (WS)**

**Cross-listings:** LATS 470 HIST 470

**Primary Cross-listing**

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, and other first person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. This course examines first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, while interrogating the methodological and interpretive challenges of working with oral histories and other first-person primary sources.

**Requirements/Evaluation:** class participation and presentations; short writing assignments; proposal, bibliography, and drafts of final paper; final paper of 15 to 20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 470 (D2) HIST 470 (D2)

**Writing Skills Notes:** This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including a proposal with a bibliography, a draft for workshopping with other students, and a final presentation along a revised draft.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

### **HIST 480 (F) Media and Society in Africa (DPE) (WS)**

**Cross-listings:** HIST 480 GBST 480 AFR 381

**Primary Cross-listing**

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programming. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers', readers' and listeners' control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media's role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** This course open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 480 (D2) GBST 480 (D2) AFR 381 (D2)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

**Difference, Power, and Equity Notes:** Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Fall 2022

TUT Section: T1 TBA Benjamin Twagira

**HIST 481 (F) History of Taiwan (WS)**

**Cross-listings:** ASIA 481 HIST 481

**Primary Cross-listing**

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

**Requirements/Evaluation:** weekly papers and critiques

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History and Asian Studies majors/concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 481 (D2) HIST 481 (D2)

**Writing Skills Notes:** In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** HIST Group B Electives - Asia

Fall 2022

TUT Section: T1 TBA Anne Reinhardt

### **HIST 487 (F) Archive Stories (WS)**

What is an archive? What stories are to be found in the archives and what stories do we tell ourselves about the meaning and function of the archive? For many years now, and certainly since the publication of the French theorist Jacques Derrida's essay, *Archive Fever*, historians, archivists, and cultural theorists have been asking questions *about* the archive as much as they have been engaged in the actual practice of archiving, or making use of material found in archives. This tutorial considers some of those questions. It is *not* a hands-on course about how to use an archive, nor a celebration of material found in archives. Rather it consists of a series of broad enquiries into the history of the archive, the politics of collecting, and the political and social function of the archive in various societies. Each week a specific topic will be addressed, collectively illustrative of the breadth of recent enquiries into the logic of the archive. Topics will include, amongst others: the urge to archive in the Renaissance; the nature of the historian's encounter with "the past" in the archive; the function of the archive in the creation of the modern nation state; the power relations embodied in the colonial archive; the construction of contemporary group identities through the practices of archiving; the recent desire to archive everything, not merely the written document; and the new archives of cyberspace.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, prepare five critiques of their tutorial partner's work, and write a final paper about their work on the Williams archives

**Prerequisites:** open to all junior and senior History majors and others with permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Each student will write five 6- to 7-page essays (one every other week) that will be critiqued, both in writing and orally, by the instructor and the student's tutorial partner. The student will also write a final 6- to 7-page essay reflecting on the nature of Williams archival practices in the context of the readings undertaken during the course of the tutorial. Students will receive from the instructor timely comments on their writing practices, with suggestions for improvement.

**Attributes:** HIST Group G Electives - Global History

Fall 2022

TUT Section: T1 TBA Chris Waters

### **HIST 488 (F) Sites of Memory and American Wars (WS)**

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** This course follows a typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay

on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** At the start of the semester, students will outline what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

**Attributes:** HIST Group F Electives - U.S. + Canada

Fall 2022

TUT Section: T1 TBA Karen R. Merrill

### **HIST 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 ENVI 491 HIST 491

#### **Primary Cross-listing**

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

**Class Format:** Students will be assigned a tutorial partner, and tutorial pairs will meet with the professor for one hour each week at a regularly scheduled meeting time.

**Requirements/Evaluation:** typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with previous coursework in History

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive weekly feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Spring 2023

TUT Section: T1 TBA Karen R. Merrill

**HIST 495 (S) The Medieval World System: Globalization before 1500 (WS)**

In recent years, scholars have turned increasing attention to global history in the pre-modern period. This tutorial takes as its focus the global Middle Ages: roughly speaking, the period between 500 and 1500 CE. This was a period that saw mass-produced consumer goods cross from China to India, East Africa, and the Middle East, inspiring admiration and imitation in multiple different markets. It saw games, music, and forms of literature become popular across continents, and saw religious communities forge networks spanning thousands of kilometers. To study the global Middle Ages is to place exchange and networks, both commercial and cultural, at the heart of our analysis. We will read and analyze many accounts by medieval travelers, merchants, and pilgrims who crossed Afro-Eurasia, alongside works by modern historians and archaeologists who have pieced together the patterns of movement and exchange that tied together the diverse societies of pre-modern Afro-Eurasia.

**Requirements/Evaluation:** Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior History majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will meet in pairs with the instructor once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

**Attributes:** HIST Group G Electives - Global History HIST Group P Electives - Premodern

Spring 2023

TUT Section: T1 TBA Joel S. Pattison

**INTR 320 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Primary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**JWST 430 (S) Postcolonial Reparations: Trauma, History, and Memory after European Imperialism (DPE) (WS)**

**Cross-listings:** JWST 430 HIST 430

**Secondary Cross-listing**

How have European states responded to calls to acknowledge and atone for the crimes of Empire? This course places recent calls for reparations in a historical context. Weaving together a wide-range of historical and contemporary case studies -- including the Conference on Jewish Material Claims Against Germany (1951), Germany's official recognition of the Herero Genocide (2021), and ongoing debates in France about the restitution of colonial-era looted art, this course investigates how the language and mechanisms of restorative justice have historically developed, evaluates which past efforts of restorative justice were successful and why, and examines what role historical memory and historians-as-activists should play in campaigns that seek reparations for colonial injustices. In doing so, it evaluates how activists have deployed scholarly vocabularies on memory, justice, and violence in a number of national and international contexts.

**Requirements/Evaluation:** Class participation, weekly 500-word discussion posts and a 20-page research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors, seniors, and then juniors

**Expected Class Size:** 10-15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 430 (D2) HIST 430 (D2)

**Writing Skills Notes:** This is an intensive writing seminar for advanced history majors. We focus on how to write a journal-length piece of original historical research, while evaluating the strengths and weaknesses of other scholarly pieces. Students receive feedback on multiple drafts of their final research papers and participate in two workshop seminars in which they provide feedback on the papers of their peers.

**Difference, Power, and Equity Notes:** This course asks how contemporary political and social justice movements can -- or ought to -- address political and economic inequities between the Global South and North, introduces students to how questions of race and national belonging have informed contemporary debates on restorative justice, and exposes the persistence of some global and historically-situated inequities.

**Attributes:** HIST Group C Electives - Europe and Russia

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Charlotte A. Kiechel

**JWST 433 (F) Colonialism and the Jews (DPE) (WS)**

**Cross-listings:** JWST 433 HIST 433

**Secondary Cross-listing**

Where are Jews in colonial history? Where is colonialism in Jewish history? In many ways, these questions haunt contemporary Jewish and often world politics. Indeed, in the twenty-first century, the relationship between Jews and colonialism has been present in debates about Zionism, the history of capitalism, Jewish-Muslim relations, the wider Middle East, the future of European identity, the aims and roots of American empire, and the intersections of race and religion in colonial domination. And yet, typically, the subject of Jews and colonialism is more polemicized or avoided than

probed. This course will seek to address this lacunae by introducing students to new historical scholarship that has begun tracing these questions. Students will consider the ways in which imperial legal forms, economic structures, and cultural and intellectual underpinnings shaped Jewish lives from the British antipodes to French North Africa, and throughout the Russian and Ottoman Empires, as well as in metropolitan Europe. Among other issues, we will ask: How did Jews become defined and define themselves in the colonial venture? In their various roles in colonial empires, are Jews best understood as subjects or agents of empire or are there more fruitful ways to conceptualize their engagement? What was the impact of anti-colonial struggles on modern Jewish politics and historical development? The course will approach this topic thematically rather than as a comprehensive survey. By introducing students to some of the key debates in this emerging field, we will consider what it takes to construct a successful historical argument and how to engage critically with works in an emerging field. A semester-long writing project will expand students capacities to pose thoughtful historical questions; conduct research and gather compelling evidence; read deeply and critically; carefully assess evidence; and write inquiry-based essays.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including two "research updates" ; an analysis of a source; a research proposal; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None; open to all students (however, a background in European history and/or Jewish Studies will be helpful).

**Enrollment Limit:** 15

**Enrollment Preferences:** Junior and Senior History Majors and Jewish Studies Concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 433 (D2) HIST 433 (D2)

**Writing Skills Notes:** Before each course, students will submit a 2-3 paragraph critique and a list of 3 questions for discussion. The final assignment will be a research paper (approximately 25 pages) or historiographical essay. Assignments en route to the final deadline, include: 1) two early "research updates" to document process and progress; 2) analysis of a source; 3) research proposal; 4) rough draft of a section; 5) draft of paper; 6) final paper. Only some work will graded, but all will receive feedback.

**Difference, Power, and Equity Notes:** This course considers the complex ways that religion, ethnicity and national identities shaped the colonial and post-colonial world. Never controlling or collectively representing a European power, Jews were also rarely situated at the bottom of any colonial hierarchy, sometimes occupying more than one social or political role in a single colonial territory. This course provides insight into the many ways hierarchies of power could operate in colonial and post-colonial settings.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Maud Mandel

### **LATS 315 (S) Research Design in Geography: Social Science Perspectives (WS)**

How do you design a research project? Which methods of data collection and analysis are appropriate for research questions in Latinx Studies? This course provides an introduction to the process of designing and carrying out a research project, including related to Latinidades, or a plurality of Latinx identities. It introduces students to how social science knowledge is produced to understand the research process, how research emerges, and how we affect research. Course objectives for students are: 1) to design social science research effectively; 2) to critically evaluate the research design of others; 3) to strengthen their academic research and writing skills; and 4) to develop an appreciation for how knowledge is acquired, organized, and communicated. Students will iteratively develop an original research proposal involving several pieces of synthesis. Through applying different research methods to case studies in Latinx Studies, students will understand that the complexity of the issues affecting Latinx communities requires thoughtful research. Students will receive practical training in research protocols, organization methods, project management, and analytical approaches.

**Class Format:** This class will have short lectures with most of the time dedicated to group discussions. Students should expect to carry out research methods outside of class.

**Requirements/Evaluation:** Class participation. Assignments where students carry out research methods. Five writing assignments of various page lengths (1-10 pgs) compose students' research proposal project. Each component of the project will be revised by students after professor feedback. These revisions will culminate into a final paper (~20 pages). There will be a final exam.

**Prerequisites:** N/A

**Enrollment Limit:** 20

**Enrollment Preferences:** LATS concentrators or those intending to become LATS concentrators; juniors interested in a senior honors thesis;

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will have five writing assignments that build upon each other, from the statement of research topic, initial research questions, annotated bib, draft lit review, and proposed methodology. Students receive critical feedback on grammar, style, and argument and submit revised versions of their assignments. Students submit a completed research project proposal as their final paper.

**Attributes:** LATS Core Electives

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval

### **LATS 358 (S) Latinx Installation and Site-Specific Art (WS)**

**Cross-listings:** ARTH 358 LATS 358

#### **Primary Cross-listing**

This course will explore the various forms of installation and site-specific artworks created by Latinx artists for both museums and public space. We will examine the ways in which Latinx artists have used space as a material in the production of artworks and how this impacts the works' meanings and the viewer's experience. Within the context of U.S. Latinx culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia, interactive, or participatory projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

**Class Format:** discussion

**Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation

**Prerequisites:** LATS 105 or ARTH 102 or permission of instructor; GRADART exempt from ARTH 102 prerequisite

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators and Art majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 358 (D2) LATS 358 (D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives AMST Space and Place Electives ARTH post-1800 Courses LATS Core Electives

Spring 2023

SEM Section: 01 Cancelled

### **LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)**

**Cross-listings:** LATS 385 HIST 385

#### **Secondary Cross-listing**

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a

particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

**Class Format:** This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

**Requirements/Evaluation:** Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 385 (D2) HIST 385 (D2)

**Writing Skills Notes:** Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

**Difference, Power, and Equity Notes:** This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS Core Electives

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Carmen T. Whalen

### **LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)**

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

**Requirements/Evaluation:** Assignments and in-class exercises; attendance; participation; peer review

**Prerequisites:** n/a

**Enrollment Limit:** 19

**Enrollment Preferences:** LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested

in the digital humanities; students who have met their other curricular requirements

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

**Difference, Power, and Equity Notes:** This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

**Attributes:** LATS 400-level Seminars

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Nelly A. Rosario

### **LATS 440 (F) Contemporary Exhibitions: Los Angeles and Latin America (DPE) (WS)**

**Cross-listings:** ARTH 440 LATS 440

#### **Secondary Cross-listing**

This seminar examines connections between Latinx and Latin American art through a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time: LA/LA that opened in 2017. While the chronological span for the overall project reaches from Pre-Colombian art to present, we will focus on modern and contemporary art after the 1960s and consider key themes of art and activism, borders and diaspora, globalism and modernism, and popular culture and science fiction in the visual arts. Diverse in scope, these shows explored important developments in the arts of the Americas from the late-20th and 21st centuries, including, abstraction, Chicano muralism, Conceptual art, craft, feminist art, Kinetic art, Modernist design and architecture, social practice, and queer activism. Students will pursue individual research projects directly related to the art exhibitions we study, and examine photography, performance, painting, sculpture (including installation and participatory art), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history.

**Requirements/Evaluation:** several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages

**Prerequisites:** ARTH 102 (graduate students are exempt from the prerequisite)

**Enrollment Limit:** 15

**Enrollment Preferences:** senior Art majors and senior Latina/o Studies concentrators

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 440 (D1) LATS 440 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Course themes of art and activism, borders and diaspora, globalism and modernism in the visual arts and how they intersect with the exploration of difference, power, and equity and the various ways that artists have produced works and developed practices that critically probe this intersection. Through discussion, presentations, and writing assignments students will develop skills in analyzing artworks and exhibitions that respond to and/or document social inequality and social injustice.

**Attributes:** ARTH post-1800 Courses LATS Countries of Origin + Transnationalism Elect

Fall 2022

**LATS 470 (S) Latinx Migrations: Stories and Histories (WS)**

**Cross-listings:** LATS 470 HIST 470

**Secondary Cross-listing**

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, and other first person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. This course examines first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, while interrogating the methodological and interpretive challenges of working with oral histories and other first-person primary sources.

**Requirements/Evaluation:** class participation and presentations; short writing assignments; proposal, bibliography, and drafts of final paper; final paper of 15 to 20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LATS 470 (D2) HIST 470 (D2)

**Writing Skills Notes:** This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including a proposal with a bibliography, a draft for workshoping with other students, and a final presentation along a revised draft.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS 400-level Seminars

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

**LEAD 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

**Secondary Cross-listing**

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider

world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

**LEAD 319 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)**

**Cross-listings:** PSCI 320 LEAD 320

**Primary Cross-listing**

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

**Requirements/Evaluation:** Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

**Prerequisites:** previous course in Leadership Studies, or Political Science, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators, Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 320 (D2) LEAD 320 (D2)

**Writing Skills Notes:** Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshoping, and peer feedback.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Mason B. Williams

**MAST 351 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Primary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**MAST 352 (F)(S) American Maritime History** (DPE) (WS)

**Cross-listings:** HIST 352 MAST 352

**Primary Cross-listing**

This course explores themes in American maritime history from the colonial era to the 21st century. We will consider the dynamic relationship between the sea and American life, and the broad influence that each has had on the other. This relationship led to interactions with the water as a highway for the transportation of not just people and goods, but powerful new forces and ideas. The water creates a unique space for the formation of new communities and identities, while also acting as an important, and often exploited, resource. We will sample from different fields of inquiry including labor, environmental, cultural, and political history to gain a deeper understanding of diverse people's complex interactions with the oceans and seas.

**Class Format:** Seminars, discussions, and field seminars

**Requirements/Evaluation:** Participation in class discussions, activities, and presentations, regular papers, and a final independent research project

**Prerequisites:** None

**Enrollment Limit:** 27

**Enrollment Preferences:** If course over-enrolls, preference will be given to sophomores and juniors

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Offered only at Mystic Seaport

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 352 (D2) MAST 352 (D2)

**Writing Skills Notes:** Students must complete regular writing assignments including a final 10- to 15-page paper. Additionally, students will participate in several in-class writing workshops and peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** Maritime activity has long provided opportunities for some while creating tremendous hardships for others. From the slave trade and the encounters between native and European mariners to the power wielded by multi-national shipping conglomerates, this course investigates contests over power, empire, and capitalism as they played out on the maritime stage.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses HIST Group F Electives - U.S. + Canada HIST Group P Electives - Premodern

Fall 2022

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

Spring 2023

SEM Section: 01 MW 9:00 am - 10:15 am Sofia E. Zepeda

### **MATH 393 (S) Research Topics in Combinatorics (WS) (QFR)**

Combinatorics provides techniques and tools to enumerate, examine, and investigate the existence of discrete mathematical structures with certain properties. There are numerous areas of applications including algebra, discrete geometry, and number theory. In this project-based research course students will work in small groups to learn combinatorial techniques and tools in order to develop research questions and begin tackling unsolved problems in combinatorics.

**Requirements/Evaluation:** Students will be evaluated through written drafts of a manuscript and its revisions and multiple in-class presentation.

**Prerequisites:** Math 355

**Enrollment Limit:** 19

**Enrollment Preferences:** Post-core mathematics majors

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS) (QFR)

**Writing Skills Notes:** The main goal of this course is to undertake original research in combinatorics, as such student assessment is based on developing positive collaboration skills, and improving technical written and oral skills in mathematics through manuscript draft submissions and in-class presentations. Students will provide multiple drafts of their manuscript and in right of this the course will be writing intensive.

**Quantative/Formal Reasoning Notes:** The main goal of this course is to undertake original research in the math field of mathematics. See above for more details.

Spring 2023

SEM Section: 01 Cancelled

### **MUS 214 (S) Divas and Dervishes: Introduction to Modern Arab Music and Performance (DPE) (WS)**

**Cross-listings:** MUS 214 ARAB 214 COMP 270

**Secondary Cross-listing**

From Sufi rituals to revolutionary uprisings, music has long played a central role in the social, political, and religious life of the Arab world. This is especially audible in the modern era, when new technologies and institutions began to record, amplify, and broadcast the region's sounds, preserving centuries-old traditions while also producing new forms of popular music. This course introduces students to Arab musical genres and practices as they developed from the late nineteenth century. We will cover a broad geographical range, exploring the classical Andalusian repertoires of Algeria, ecstatic dervish chants in Egypt, patriotic pop tunes from Lebanon, and other topics. To highlight connections between musical traditions as well as their unique local features, we will ask questions such as: What can music tell us about interactions between sacred and secular life? How is music used to define social groups and negotiate identity, gender, and class? Which musical characteristics are associated with Arab "heritage" and "modernity," and how are these performed? In what ways does music shape everyday life in the Arab world? Class sessions and discussion will be based on academic readings and at-home listening assignments. No previous knowledge of Arabic or Arab music are required.

**Requirements/Evaluation:** In-class participation, short essays (1 page) every two weeks, midterm presentation, and a final paper (12-14 pages).

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies and Music majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 214 (D1) ARAB 214 (D1) COMP 270 (D1)

**Writing Skills Notes:** Students will develop their writing skills by submitting one-page unit responses every two weeks and a final paper of 12-14 pages on a topic of their choice. Students will receive feedback on each writing assignment and have opportunities for multiple drafts and peer review during the semester.

**Difference, Power, and Equity Notes:** Through the lens of music, this course critically examines modern Arab society and power dynamics related to politics, gender, race, and class.

Spring 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Nicholas R Mangialardi

### **MUS 275 (S) Shakespeare through Music (WS)**

The plays of William Shakespeare are replete with references to music, and in his day included singing and even dancing as part of the narrative. As his plays entered the global canon, composers and choreographers, along with musicians and dancers, have contributed as avidly to interpreting Shakespeare's plots and characters as have theater directors and actors across the world. This tutorial course will focus on three plays--the tragedies *Romeo and Juliet* and *Othello*, and the comedy *Midsummer Night's Dream*--in order to compare and contrast a broad range of ways in which music works to tell these stories and portray these characters. We will consider these three plays in genres ranging from symphony orchestra, opera, and ballet to film scores, modern dance, jazz, musical theater, and popular song. Music from the Renaissance to the present day will be explored, including composers such as Purcell, Mendelssohn, Tchaikovsky, Verdi, Prokofiev, Bernstein, Britten, Ellington, and Costello. We will also examine film scores ranging from the silent era through such directors as Max Reinhardt, Orson Welles, Franco Zeffirelli, and Baz Luhrmann. Through comparative analysis of different approaches to relating Shakespeare's plays through music, this tutorial aims to develop both critical listening to music and critical thinking about music.

**Requirements/Evaluation:** each student will write five 6- to 7-page essays, and provide five peer reviews; evaluation will be based on the quality of written work and discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students majoring or planning to major in Music, English, or Theater.

**Expected Class Size:** 6

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write five short essays of 6-7 pages each, and receive oral and written feedback addressign structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Spring 2023

TUT Section: T1 M 7:00 pm - 9:40 pm M. Jennifer Bloxam

### **MUS 316 (F) Music in Asian American History (DPE) (WS)**

**Cross-listings:** MUS 316 AMST 366

#### **Primary Cross-listing**

Is "Asian American music" all music made by Asian Americans, music by Asian Americans specifically drawing on Asian heritage, or music engaging with Asian American issues? This course embraces all three definitions and the full diversity of Asian American musical experience. We will study the historical soundscapes of immigrant communities (Chinese opera in North America; Southeast Asian war refugees) and how specific traumatic political events shaped musical life (Japanese American internment camps). We will encounter works by major classical composers (Chou Wen-Chung; Chen

Yi; Tan Dun; Bright Sheng) and will investigate the careers and reception of prominent classical musicians (Midori; Seiji Ozawa; Yo-Yo Ma). Afro-Asian fusions, inspired by civil rights protest movements, manifested in jazz (Jon Jang; Fred Ho; Anthony Brown; Hiroshima; Vijay Iyer) and hip hop (MC Jin; Awkwafina; Desi rappers). Asian Americans have been active in popular music at home and abroad (Don Ho; Yoko Ono; Wang Leehom; Mitski). Finally, we will investigate communal forms of Asian American music making that have crossed racialized and gendered boundaries (taiko drumming; Indonesian gamelan; belly dance; Suzuki method). This seminar is designed to develop research skills, as we pursue original fieldwork, archival research, and oral history interviews.

**Requirements/Evaluation:** Active class participation; two short papers (5-6 pp.) and a research term paper (12-15 pp.).

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with curricular experience in Asian American history or music studies.

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MUS 316 (D1) AMST 366 (D1)

**Writing Skills Notes:** Students will write three papers during the semester: two 5-6 page papers and a 12-15 page research paper, written in stages. Students will receive detailed comments on each paper and at each stage of the research paper process, allowing them to build upon those comments in subsequent writing assignments.

**Difference, Power, and Equity Notes:** Political and cultural forces of exclusion not only determined Asian American musical participation in American music history but have shaped Asian American styles of music. We will study the history of Asian American political struggles as they have intersected with music and how Asian Americans have at certain points sought allegiance through music with other marginalized groups. We will explore as well popular media representations of Asian American musicians revealing race-based assumptions.

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm W. Anthony Sheppard

### **MUS 475 (S) Hearing Through Seeing: Music and Visuality (WS)**

We hear music, but seldom is the experience purely aural -- the visual also plays a crucial role. Sound and sight converge when we observe musicians performing in concert venues, patterns of notes and rhythms on the musical score, pictures and text on album and sheet music covers, moving images on screens in films, music videos, and video games. A programmatic work conjures specific images, even whole narratives, in our "mind's eye," or imagination. A work of absolute music, such as a fugue or symphony, can do so as well, although what we envision here may be largely abstract. With hybrid genres, such as opera, musical theater, and dance, the musical and the visual jointly command our attention, often in a spectacular display. This seminar explores myriad ways that "seeing" mediates our experience of hearing, making, and understanding music. We will examine a broad range of topics, including synesthesia; visuality in performance and interpretation; visual metaphors such as line, color, and space in music analysis and criticism; music and representation; intersections between music and painting, sculpture, and architecture; operatic staging; illuminated music manuscripts; eye music and graphic notation; and sound and image in digital media.

**Class Format:** Students will give four presentations based on the subjects of their papers.

**Requirements/Evaluation:** evaluation will be based on three 5-6 page papers and presentations, a final 8-10 page paper and presentation, and class participation

**Prerequisites:** ability to read music

**Enrollment Limit:** 8

**Enrollment Preferences:** junior and senior music majors, and any student with a demonstrated interest in music

**Expected Class Size:** 8

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** satisfies the 400-level course requirement for the music major

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Students will write three 5-6 page papers and a final 8-10 page paper. They will receive detailed feedback on their writing and

will have the opportunity to revise their work.

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Marjorie W. Hirsch

**NSCI 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

**Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**PHIL 109 (F) Skepticism and Relativism (WS)**

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

**Requirements/Evaluation:** participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

**Prerequisites:** none; this tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 8

**Enrollment Preferences:** This tutorial was specifically designed for first-year students, and they will be given preference. Do not write to the instructor indicating a special interest, this will make no difference. If oversubscribed, students will be selected randomly.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2022

TUT Section: T1 TBA Joseph L. Cruz

### **PHIL 116 (S) Perception and Reality (WS)**

This course is an introduction to philosophy through three major themes: The nature of the universe, the existence of gods, and the mind/body problem. Throughout, we will appeal to reason and evidence in forming our best beliefs. Our discussions will range over historical and contemporary works in the Western tradition.

**Requirements/Evaluation:** active participation; four (5-6 page) essays

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Strong preference given to first-years and sophomores; there is no need to email the professor in advance to indicate a special interest in the course.

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will craft 4 six page essays, and each will receive extensive comments on structure and composition with an eye toward developing skills in philosophical writing.

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Joseph L. Cruz

### **PHIL 117 (F)(S) Arguing about God (WS)**

"Faith is a fine invention," according to Emily Dickinson's poem, "when gentlemen can see; but microscopes are prudent in an emergency." This introduction to philosophy will see how far the microscopes of reason and logic can carry us in traditional arguments about the existence and nature of God. We will closely analyze classical arguments by Augustine, Avicenna, Aquinas, Anselm, Maimonides, Descartes, and others. Pascal's wager is a different approach: it argues that even though proof of the existence of God is unavailable, you will maximize your expected utility by believing. We will examine the wager in its original home of Pascal's *Pensees*, and look at William James' related article, "The Will to Believe." The millennia old problem of whether human suffering is compatible with God's perfection is called "the problem of evil." We will examine this issue in Hume's *Dialogues Concerning Natural Religion*, classic sources and contemporary articles. Students should be aware that, in the classic tradition, this class resembles a logic course.

**Class Format:** seminar

**Requirements/Evaluation:** 5 short papers

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Five 4 or 5 page papers, evenly spaced throughout the semester. Students will receive timely comments on their writing skills, with suggestions for improvement.

Fall 2022

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

Spring 2023

SEM Section: 01 TR 9:55 am - 11:10 am Steven B. Gerrard

**PHIL 118 (F)(S) Meaning, Communication and Society (DPE) (WS)**

The primary way we interact with others is through the use of language. We use language to communicate meanings in order to accomplish a variety of goals: to convey information, make requests, establish rules, utilize power, issue protests, and much more. We coordinate our lives through sounds from mouths, signs from hands, and squiggles on paper because somehow sounds, signs, and squiggles have *meanings*. This course is an investigation into how language is used to express meaning, and how such expression can have real interpersonal and societal impact. Using resources from philosophy and linguistics, we will study various ways in which literal and non-literal uses of language influence our social lives. Of particular interest will be how language can be used to establish, reinforce, and resist power relationships involving race and gender.

**Requirements/Evaluation:** Weekly short papers (500-1000 words), take-home midterm paper (5-6 pages), take-home final paper (7-8) pages, with comments on writing given on short papers and midterm

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to first year students and philosophy majors.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** There will be short writing assignments that will receive comments on content, writing style, and argument structure every week except when midterm/final papers are due. The midterm/final papers will incorporate revisions from previous short papers.

**Difference, Power, and Equity Notes:** This course has a focus on the role of language in relationships involving power, oppression, and group inclusion between individuals belonging to various socio-political identities.

**Attributes:** Linguistics

Fall 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Christian De Leon

**PHIL 119 (S) Why Obey the Law?: On Justice and Freedom in Western Political Philosophy (WS)**

What social and political arrangements are most conducive to fostering human well-being and the common good? Are we legitimately bound by a social contract? What makes governmental and legal authority legitimate? Is democratic rule always best? What are some of the necessary conditions for democracy? We turn first to two of Plato's most famous dialogues, *The Apology* and *The Republic*. The remainder of the course is devoted to political writings by other figures in the Western philosophical tradition (egs. Hobbes, Locke, Rousseau, Marx, J.S. Mill, W.E.B Dubois, John Rawls, Charles Mills, Jurgen Habermas). While engaging these texts, we will continually reflect on their relevance for thinking about the problems facing liberal democracies today, particularly in the U.S.

**Class Format:** Class participation will consist of various individual and group exercises designed to give students hands on experiences thinking on their feet, collaborating with others, etc.

**Requirements/Evaluation:** Six short responses, 300-500 words each (first two are pass/fail), in which students will be asked to engage a particular part of the assigned text (egs., explaining what a passage means, drawing connections between different parts of the text, identifying an argument, responding to an argument, etc); two 6-page papers based on professors prompts; participation in a panel discussion, and general class participation.

**Prerequisites:** None. Open to any student interested in the sources of our current understandings of justice, freedom and the strengths and weaknesses of democratic governance structures.

**Enrollment Limit:** 19

**Enrollment Preferences:** In the case of over enrollment preference will be given to majors, first years and sophomores

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** The professor and the teaching assistant will provide detailed comments on short and longer essays and provide occasional peer review opportunities, handouts and discussions of frequent types of errors, different possible approaches to writing and drafting, and the importance of editing and seeking the assistance of writing tutors. Students will be encouraged, but are not required, to make appointments to discuss ideas and drafts.

**Attributes:** JLST Interdepartmental Electives LEAD Ethical Issues of Leadership

Spring 2023

SEM Section: 01 TR 8:30 am - 9:45 am Jana Sawicki

### **PHIL 122 (F) Philosophical Approaches to Contemporary Moral Issues (WS)**

In this tutorial we will examine a number of prominent and controversial social issues, using our study of them both as an opportunity to better understand the moral dimensions of those issues in and of themselves, and to consider the ways in which selected classical and contemporary moral theories characterize and address those moral dimensions. Topics will depend to some extent on student interest, but are likely to include concerns that fall under such headings as euthanasia, conscientious eating, abortion, the ethics of protest, and Covid-19. The course will use a case-based approach to examine these issues, and so in most weeks we will (1) read philosophical articles focused on a key concept or set of arguments central to the issue, and (2) consider in detail one morally complex case in which the concept or arguments have special application or relevance. In addition, we will devote several class meetings interspersed throughout the semester to reading foundational sources in ethical theory.

**Class Format:** Groups of three students (rather than the more conventional two students) will meet weekly with the professor.

**Requirements/Evaluation:** three tri-weekly tutorial papers and two short papers, oral commentaries, and tutorial discussion

**Prerequisites:** none; this course is suitable for first-year students

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students, sophomores, Philosophy majors, and those who have previously been dropped from the course for over-enrollment

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write three tutorial papers of 5-7 pages in length, one of which they will revise and resubmit, as well as two 2-3 page papers. In each, students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** JLST Interdepartmental Electives

Fall 2022

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 126 (F) Paradoxes (WS)**

There are three grains of sand on my desk. This is unfortunate, but at least there isn't a heap of sand on my desk. That would be really worrisome. On the other hand, there *is* a heap of sand in my backyard. I don't know how exactly how many grains of sand are in this heap, but let's say 100,000. My daughter removes one grain of sand. I don't know why, she just does. It seems like there is still a heap of sand in my backyard. In fact, it seems like you can't change a heap of sand into something that isn't a heap of sand by removing one grain of sand. Right? But now we have a problem. By repeated application of the same reasoning, it seems that even after she removes 99,997 grains of sand--I don't know what she wants with all this sand, but I'm starting to worry about that girl--there is still a heap of sand in my backyard. But three grains isn't enough for a heap. So there is not a heap in my backyard. Now I'm confused. Where did my reasoning go wrong? What we have here is an example of the *sorites* paradox. It is a paradox, because I started with seemingly true statements and used valid reasoning to arrive at contradictory conclusions. We can learn a lot about logic, language, epistemology and metaphysics by thinking through and attempting to resolve paradoxes. In this class, we'll work together to think through some ancient and contemporary paradoxes. We'll also work on writing lucid prose that displays precisely the logical structure of arguments, engages in focused critique of these arguments, and forcefully presents arguments of our own. Other topics could include: Zeno's paradoxes of motion and plurality, the liar's paradox, the surprise-exam paradox, paradoxes of material constitution, *Newcomb's Problem*, and the *Prisoner's Dilemma*.

**Requirements/Evaluation:** (i) short response papers; (ii) midterm paper (~5-6 pages) (iii) Final term-paper (~10 pages) in multiple drafts; (iv) Active and informed participation in class discussions.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** First and second year students. Prospective philosophy majors.

**Expected Class Size:** 15-19

**Grading:** no pass/fail option, yes fifth course option

**Unit Notes:** Meets 100-level PHIL major requirement

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write a number of short papers. Both the content and the writing will be evaluated. These papers will focus on clear and precise presentation and evaluation of arguments. There will be a midterm paper revising an earlier short paper. There will be a final term-paper written in multiple drafts.

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Keith E. McPartland

**PHIL 127 (S) Meaning and Value (WS)**

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

**Class Format:** This tutorial will meet on a fixed weekly schedule agreed to by the instructor and participants.

**Requirements/Evaluation:** Four or five tutorial papers (5-6 pages in length), five or six critiques (2-3 pages in length), and one rewrite.

**Prerequisites:** None. This tutorial is an appropriate first course in PHIL.

**Enrollment Limit:** 15

**Enrollment Preferences:** First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** This course meets the 100-level PHIL major requirement.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will meet in pairs or trios for this tutorial. Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2-3 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Spring 2023

TUT Section: T1 TBA Melissa J. Barry

**PHIL 211 (S) Ethics of Public Health (WS)**

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

**Requirements/Evaluation:** Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write five biweekly papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 213 (F) Biomedical Ethics (WS)**

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

**Requirements/Evaluation:** bi-weekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2022

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 244 (S) Environmental Ethics (WS)**

**Cross-listings:** ENVI 244 PHIL 244

**Secondary Cross-listing**

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Most sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

**Requirements/Evaluation:** five essays (5-7 pages each) and five prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

**Prerequisites:** ENVI 101 or one course in PHIL

**Enrollment Limit:** 10

**Enrollment Preferences:** declared and prospective Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** meets Value Theory requirement only if registration is under PHIL

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 244 (D2) PHIL 244 (D2)

**Writing Skills Notes:** Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2023

TUT Section: T1 TBA Julie A. Pedroni

**PHIL 321 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321 WGSS 322

**Primary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination.

Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**PHIL 326 (S) Foucault Now** (DPE) (WS)

**Cross-listings:** WGSS 336 PHIL 326

**Primary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

### **PHIL 329 (F) Four Challenging Moral Philosophers (DPE) (WS)**

Elizabeth Anscombe, Philippa Foot, Amelie Rorty, and Cora Diamond all challenged the prevailing philosophical tenets of their times. Anscombe and Foot resurrected virtue ethics for Anglo-American philosophy and made moral psychology academically respectable. (Foot also invented the infamous trolley car thought experiment.) Rorty challenged the very concept of morality and questioned all moral theory. Diamond investigated the methodology of moral philosophy, paying special attention to the role of literature. In order to hit the ground running, students will be expected to read *The Women Are Up to Something: How Elizabeth Anscombe, Philippa Foot, Mary Midgley, and Iris Murdoch Revolutionized Ethics* by Benjamin J. B. Lipscomb before the first meeting, preferably over the summer.

**Requirements/Evaluation:** Tutorial papers and rewrites

**Prerequisites:** At least three PHIL courses, including at least one in moral philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors, seniors, juniors in that order

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will meet with the instructor in pairs for an hour each week; a 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners' papers in alternate weeks, and revise and re-write one of their five papers

**Difference, Power, and Equity Notes:** Our four challenging moral philosophers are all women in a field dominated by men. They all challenged the prevailing philosophical tenets of their times.

**Attributes:** PHIL Contemporary Value Theory Courses

Fall 2022

TUT Section: T1 TBA Steven B. Gerrard

### **PHIL 330 (S) Plato (WS)**

**Cross-listings:** PHIL 330 CLAS 330

#### **Primary Cross-listing**

Plato is one of the most important and influential thinkers in the history of the western tradition. His depiction of the trial and death of Socrates is one of the classics of western literature, and his views on ethics and politics continue to occupy a central place in our discussions 2400 years after they were written. It is, in fact, quite difficult to get through any course of study in the liberal arts without some familiarity with Plato. Nevertheless, comparatively few people realize that the views we commonly think of as "Platonic" represent only one strand in Plato's thought. For example, we commonly attribute to Plato a theory of the Forms on the basis of his claims in the so-called "middle dialogues" (mainly Republic, Phaedo, and Symposium). However, in his philosophically more sophisticated and notoriously difficult later dialogues (such as the Parmenides, Philebus, Sophist and Statesman), Plato engages in radical criticism and revision of his earlier views. In this course, we will spend the first third of the semester attempting to understand the

metaphysics and epistemology in Plato's middle dialogues. We will spend the balance of the semester coming to grips with Plato's arguments in the later dialogues. We will read several complete dialogues in translation, and will also read a wide variety of secondary source material.

**Class Format:** lecture/discussion; this class will be a roughly equal mixture of lectures, student presentations, and seminar discussion

**Requirements/Evaluation:** students will be expected to prepare a seminar presentation, to write several focused short analytical pieces, and to write a 15- to 20-page term paper in multiple drafts

**Prerequisites:** PHIL 101, PHIL 102 or permission of instructor; a prior course in logic will be extremely helpful, but is not necessary

**Enrollment Limit:** 15

**Enrollment Preferences:** upper-level Philosophy and Classics majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 330 (D2) CLAS 330 (D1)

**Writing Skills Notes:** Instructor will provide regular commentary on papers.

**Attributes:** PHIL History Courses

Spring 2023

LEC Section: 01 Cancelled

### **PHIL 390 (S) Discourse Dynamics (WS)**

**Cross-listings:** COGS 390 PHIL 390

#### **Secondary Cross-listing**

It'd be perfectly natural to say "I might've left the stove on", then check the stove, then say "I didn't leave the stove on". But perform those exact same steps in a different order--check the stove, say "I didn't leave the stove on", then say "I might've left the stove on"--and something's gone quite wrong. Conversation is dynamic--the back and forth exchange of information is a process that grows and adapts to the surrounding context. The order in which you say things matters, and it matters for what you communicate what actions you take and what events happen around you. In this course, we will investigate dynamic communicative phenomena and discuss competing theoretical explanations about how they're interpreted. Of particular interest will be the extent to which discourse dynamics are built into the meanings of linguistic expressions vs. the extent to which they're consequences of our rational cognition. Is a sentence's relation to previously uttered sentences similar to its relation to extra-linguistic events? How much inference goes into interpreting what's said? In pursuing the answers to these questions, we will discuss both classic and contemporary theories from philosophy and linguistics.

**Requirements/Evaluation:** Four short papers (3-4 pages), take-home midterm paper (5-7) pages, take-home final paper (6-8 pages)

**Prerequisites:** At least one philosophy or cognitive science course (any level), or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Preference given to seniors and philosophy/cognitive science majors, then to students who have taken 200-Level Intro to Formal Linguistics

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COGS 390 (D2) PHIL 390 (D2)

**Writing Skills Notes:** There will be four short papers (3-4 pages each) that will receive written comments on substance, argument structure, and writing style. These will be designed to include sections that, upon revision in light of comments, can be incorporated into the longer midterm and final papers (5-7 pages and 6-8 pages respectively). Students will be required to meet with the instructor before the midterm and final papers to discuss outlines and revisions of short papers.

**Attributes:** COGS Interdepartmental Electives COGS Related Courses Linguistics PHIL Contemp Metaphysics + Epistemology Courses

Spring 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Christian De Leon

**PSCI 160 (F) Refugees in International Politics (DPE) (WS)**

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations' roles in managing population displacement; look at the way that images convey stereotypes and direct a type of aid; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

**Requirements/Evaluation:** Ten essays: five lead, five response. The first two weeks' essay grades will be unrecorded.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students, to be selected randomly from list of those enrolled.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** In addition to writing every week, students will have a chance work on specific skills cumulatively.

**Difference, Power, and Equity Notes:** This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Cheryl Shanks

**PSCI 261 (F) The Arab-Israeli Conflict (WS)**

This tutorial will cover the Arab-Israeli dispute--from both historical and political science perspectives--from the rise of the Zionist movement in the late nineteenth century to the present day. It will examine the various explanations that scholars have offered for why the conflict has persisted for so long, how it has evolved over time, the role that outside powers have played in shaping it, and how its perpetuation (or settlement) is likely to impact Middle East politics in the future. More specifically, the class will examine the origins of the Zionist movement; the role that the First World War played in shaping the dispute; the period of the British mandate; the rise of Palestinian nationalism; the Second World War and the creation of the state of Israel; the 1948, 1956, 1967, and 1973 Arab-Israeli wars; Israel's 1982 invasion of Lebanon and its consequences; the promise and ultimate collapse of the Oslo peace process during the 1990s and early 2000s; the rise of groups such as Hamas, Hezbollah, and Palestinian Islamic Jihad; the rightward shift in Israeli politics since 2000; the intensification of Israeli-Iranian antagonism and its implications; the shift in Israel's relations with the Sunni Arab world that has occurred in recent years; and the future of the conflict.

**Requirements/Evaluation:** Biweekly response papers; Biweekly critiques of partner's response papers; Class participation; Final analytical essay

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science Majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** This class will require students either to write a paper or critique their partner's paper on a weekly basis. Students will also be required to redraft their papers--based on feedback from both their partner and the instructor--with the goal of improving their ability to make compelling arguments in writing.

**Attributes:** PSCI International Relations Courses

Fall 2022

TUT Section: T1 TBA Galen E Jackson

**PSCI 280 (S) Silicon Valley: Digital Transformation and Democracy (WS)**

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. The universal model is Silicon Valley. In this tutorial, students will examine the origins of the Silicon Valley model and other countries' attempts to emulate it. Departing from "just so" stories of technological determinism, we take up the lens of comparative political economy to investigate the politics that allowed US tech firms to shape economic policy to meet their interests. It is no accident that tech became a symbol for economic growth in the 1970s, precisely when it also began to build powerful alliances in Washington. After investigating the origins of the Silicon Valley model, we trace attempts to adopt it in Europe and Asia, which highlight the model's political contingencies and some of the more salient conflicts over the tech sector. We focus on the ways in which the Silicon Valley model can threaten social welfare through economic inequality and precarious employment, and engage a variety of perspectives, including workplace ethnography, to examine these threats, as well as potential regulatory responses. The course concludes by considering what policies could be appropriate for supporting, while also regulating, the tech sector in the twenty-first century.

**Requirements/Evaluation:** Five 5-page papers; five 2-page responses; participation

**Prerequisites:** One introductory course in political science and/or permission of the instructor.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to sophomores and juniors majoring in PSCI and POEC.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will write essays each week. In addition, students will read each others' work and engage in structured critique.

**Attributes:** POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses

Spring 2023

TUT Section: T1 TBA Sidney A. Rothstein

**PSCI 291 (S) American Political Events (WS)**

Scandals. Wars and assassinations. Contested elections, Supreme Court decisions, and constitutional amendments. As large as they loom in our daily experience and our historical memory, these sorts of events--concrete, discrete things that happen in and around the political world--are often underestimated as catalysts of political change. Indeed, in the study of American political development, we often look to complex processes and underlying causes as explanations for how and why ideas, institutions, and policies both emerge and evolve. Yet for all our focus on long-term and subtle causal mechanisms, events often serve as political turning points in ways that vary over time, last for extended periods of time, and are not always entirely predictable at the time. Beginning from the presumption that change often has proximate as well as latent causes, this tutorial focuses on events as critical junctures in American politics. Our concern with these events is not with why they happened as or when they did but, rather, with how they altered the American political order once they did--with how they caused shifts in political alignments, created demands for political action, or resulted in a reordering of political values. Over the course of the semester, we will look at ten different types of events, ranging from those that seem bigger than government and politics (economic collapse) to those that are the daily grist of government and politics (speeches), in each instance juxtaposing two different occurrences of a particular category of event. In so doing, we will seek to use controversial and consequential moments in American politics as a window into deeper questions about political change and the narratives we tell about it.

**Requirements/Evaluation:** five 5-to 7-page essays, five 2- to 3-page critiques, and a recorded oral final reflection

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-years and sophomores considering a major in Political Science

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Weekly writing with extensive attention to feedback, revision, and improvement.

**Attributes:** PSCI American Politics Courses

Spring 2023

TUT Section: T1 TR 8:30 am - 9:45 am Justin Crowe

**PSCI 319 (F)(S) Marine Policy (DPE) (WS)**

**Cross-listings:** MAST 351 ENVI 351 PSCI 319

**Secondary Cross-listing**

Coastal communities are home to nearly 40% of the U.S. population, but occupy only a small percentage of our country's total land area. Intense population density, critical transportation infrastructure, significant economic productivity, and rich cultural and historic value mark our coastal regions as nationally significant. But, coastal and ocean-based climate-induced impacts such as sea level rise, ocean warming and acidification pose extraordinary challenges to our coastal communities, and are not borne equally by all communities. This seminar considers our relationship with our ocean and coastal environments and the foundational role our oceans and coasts play in our Nation's environmental and economic sustainability as well as ocean and coastal climate resiliency. Through the lens of coastal and ocean governance and policy-making, we critically examine conflict of use issues relative to climate change, climate justice, coastal zone management, fisheries, ocean and coastal pollution and marine biodiversity.

**Class Format:** This class is taught only at Williams-Mystic in Mystic, Connecticut and includes coastal and near-shore interdisciplinary field seminars, and 10 days offshore.

**Requirements/Evaluation:** Weekly Readings; Class Participation; Small and large group strategy exercises (written and oral); Written Research Project: issues paper and draft research paper; Final Research Project: multiple formats available

**Prerequisites:** none

**Enrollment Limit:** 23

**Enrollment Preferences:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Expected Class Size:** 22

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** must be enrolled at Williams-Mystic in Mystic, Connecticut

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

MAST 351 (D2) ENVI 351 (D2) PSCI 319 (D2)

**Writing Skills Notes:** Each student will write one 3-5 page research issues paper and one 8-10 page draft research paper as well as a final project with written components equaling 5-8 pages. Each submission receives written feedback from the professor, including research guidance, input on grammar, structure, language, analysis. Students also receive verbal feedback in individual conferences to discuss research paper organization, analysis, structure and grammar as well as final project input.

**Difference, Power, and Equity Notes:** Coastal and ocean policy issues relating to climate change, coastal zone management, fisheries, ocean pollution and marine biodiversity impact environmental and climate justice. Students examine coastal governance while considering the disproportionate burdens on underrepresented populations in U.S. coastal communities caused by climate change and coastal policies. Students analyze multi-disciplinary evidence and work to strengthen their integrative, analytical, writing, and advocacy skills.

**Attributes:** ENVI Environmental Policy EXPE Experiential Education Courses POEC Comparative POEC/Public Policy Courses

Fall 2022

SEM Section: 01 F 9:00 am - 12:00 pm Catherine Robinson Hall

Spring 2023

SEM Section: 01 TBA Catherine Robinson Hall

**PSCI 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WS)**

**Cross-listings:** PSCI 320 LEAD 320

**Secondary Cross-listing**

Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the \$20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write an 18-20 page research paper on a topic of their choice related to the core themes of the course.

**Requirements/Evaluation:** Seminar participation, research proposal, peer workshop, research paper, in-class research presentation

**Prerequisites:** previous course in Leadership Studies, or Political Science, or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Leadership Studies concentrators, Political Science majors

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 320 (D2) LEAD 320 (D2)

**Writing Skills Notes:** Students will receive consistent and ongoing feedback as they develop, propose, and complete a substantial research paper. Feedback will take the form primarily of written comments from the instructor, in-class workshoping, and peer feedback.

**Attributes:** LEAD American Domestic Leadership LEAD Facets or Domains of Leadership PSCI Research Courses

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Mason B. Williams

**PSCI 376 (S) The Impact of Black Panther Party Intellectuals on Political Theory (DPE) (WS)**

**Cross-listings:** LEAD 319 PSCI 376 INTR 320 AMST 308

**Secondary Cross-listing**

This seminar examines the historical and contemporary impact of the Black Panther Party--and key allies such as Angela Davis--on political theory. Texts include: narratives from 1966-2016; memoirs; political critiques; theoretical analyses; interviews; speeches; government documents. The seminar will examine: original source materials; academic/popular interpretations and representations of the BPP; hagiography; iconography; political rebellion, political theory. Readings: *Liberation, Imagination and the Black Panther Party*; *Soledad Brother: The Prison Writings of George Jackson*; *Mao's Little Red Book*; *The Communist Manifesto*; *Still Black, Still Strong*; *Imprisoned Intellectuals*; *Comrade Sisters: Women in the Black Panther Party*.

**Requirements/Evaluation:** Requirements: students attend each seminar class and come prepared to discuss the readings; participate in discussions; present a collective analysis with Q/A for the seminar; submit a mid-term paper and a final paper or a group project.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Juniors and Seniors with previous courses taken in Africana Studies, American Studies, Political Science, Philosophy.

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

LEAD 319 (D2) PSCI 376 (D2) INTR 320 (D2) AMST 308 (D2)

**Writing Skills Notes:** An analytical outline of collective presentation; a mid-term paper and a final paper.

**Difference, Power, and Equity Notes:** The course focuses on African Americans and political resistance to racism and capitalism, as well as support

for impoverished, under-resourced communities grappling with police violence.

**Attributes:** AFR Core Electives AMST Critical and Cultural Theory Electives PHIL Contemporary Value Theory Courses PSCI Political Theory Courses

Spring 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Joy A. James

**PSYC 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

**Primary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**PSYC 323 (F) Visual Consciousness (WS)**

**Cross-listings:** PSYC 323 COGS 323

**Secondary Cross-listing**

Consciousness is considered as the 'last great mystery of science.' In this course we are going to delve into one of the most well-studied areas of this mystery, that is visual consciousness. Do you really perceive everything you look at? Are you aware of everything you see? Is our visual experience a grand illusion? We will start our investigation of such questions by reading about various approaches in understanding human consciousness. Then, we are going to apply these approaches to perception, and discuss theoretical and empirical controversies in visual consciousness. Finally, we are going to focus on evaluating empirical studies that attempt to resolve such controversies. The goal of this course is to build a bridge between theory and experimentation by learning how to interpret the results of scientific studies to shed light on theoretical and philosophical debates in the literature.

**Requirements/Evaluation:** 5 - 7 page essays every other week, and 2-page response papers to their partner's essays in alternate weeks

**Prerequisites:** COGS 222 (same as PHIL 222 or PSYC 222); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Cognitive Science concentrators and Psychology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 323 (D3) COGS 323 (D2)

**Writing Skills Notes:** In a tutorial format, students will receive detailed feedback on their writing each week from the professor, as well as from their partner. Students will receive timely comments on their writing skills, with suggestions for improvement. The written essays will be discussed during tutorial meetings.

**Attributes:** COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology

Fall 2022

TUT Section: T1 Cancelled

### **REL 110 (S) Religion in Everyday Life (WS)**

When studying religions, people generally turn to studying scriptures, the life and teachings of the religion's founder, and the fundamental doctrines of the religion. What this approach does not allow us to understand, however, is the way that such religious traditions actually manifest themselves in the world. This course introduces students to an alternative approach to studying religion, by exploring the way these religions are lived and experienced by individuals and communities in a variety of contexts. We will see how religion intersects with people's lived experiences of gender, race, class, sexuality, and broader socio-cultural and political contexts. We will explore this approach to religion through an engagement with ethnography (the qualitative research method in the social-sciences generally described as "participant-observation"). Students will not only learn about the theory and practice of this methodology, but will also conduct their own ethnographic research project over the course of the semester. This will involve: designing a feasible project and research question, selecting local research sites and subjects, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

**Class Format:** Semester-long community-based field research. Regular in-class peer-review exercises.

**Requirements/Evaluation:** regular reading responses, semester-long research project with frequent small assignments building up to the final product (class presentation and approximately 10-page paper)

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first-year students and sophomores; students interested in Religious Studies

**Expected Class Size:** 10-12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will learn a specific mode of qualitative/ethnographic writing through a semester-long field-based project. This involves many scaffolded assignments of field-based research and writing, for which they receive very regular feedback from the instructor, as well as extensive peer-review exercises. There will be a number of readings on writing style and technique, as well as class discussion and workshopping activities. The final essay will itself be developed in multiple steps.

**Attributes:** EXPE Experiential Education Courses

Spring 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Zaid Adhami

### **REL 204 (S) What is Islamic Art? (DPE) (WS)**

**Cross-listings:** REL 204 ARTH 206

**Secondary Cross-listing**

Through a deep engagement with primary sources--visual, performative and textual--this tutorial introduces students to global cultures that have participated in the production of Islamic art and culture through the centuries. Through a diverse set of readings, we will discuss how Islamic art is

viewed today. How did, for instance, Colonialism and Orientalism from the 18th to the 20th centuries create an entrenched narrative for the study of the field, that continues to hold sway to this day? How have Muslim cultures defined their own artistic production? In particular, how can specific artworks, such as figural painting or palace architecture, be understood as "Islamic"? What are some key scholarly debates around the term "Islamic Art"? The tutorial is specifically designed keeping in mind the period of soul-searching the field is currently going through, even to the point of questioning the very term "Islamic art" and its epistemological parameters. By familiarizing students to an important discipline in art history, the aim of the tutorial is to provide alternate methodologies as well as epistemologies that run parallel to more mainstream or familiar avenues of study.

**Requirements/Evaluation:** focused bi-monthly writing assignments, 5-7 pages in length, and bi-monthly peer response papers, 2 pages in length.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Art History majors and seniors, Religion majors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 204 (D1) ARTH 206 (D1)

**Writing Skills Notes:** This tutorial helps students develop writing skills in terms of grammar, structure, and organization. It is designed to teach students how to make clear, well-articulated arguments. Students will receive extensive feedback every other week on their writing assignments from the instructor and their peers. There will also be a comprehensive mid-semester review from the instructor.

**Difference, Power, and Equity Notes:** In addition to introducing students to an important field of art history, the tutorial analyzes how Islamic art was codified and examined during the colonial and post-colonial periods, and how that understanding has come to define the field over the last century. The course will encourage students to challenge longstanding biases and assumptions when studying these artworks.

Spring 2023

TUT Section: T1 TBA Murad K. Mumtaz

**REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Primary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester

'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

### **REL 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

#### **Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

### **REL 295 (S) Foundations of Confucian Thought (DPE) (WS)**

**Cross-listings:** REL 295 ASIA 215 CHIN 215

#### **Secondary Cross-listing**

How should people treat each other? What constitutes human nature and does it tend towards good or evil? How should we organize society, by focusing on laws and regulations, or on ritual and moral guidance? What is the nature of moral rulership? What is the proper relationship between the individual and larger units of society, from the family to the state? These are some of the key questions that the school of thought that has come to be known as "Confucianism" addresses. As the dominant moral and political philosophy for thousands of years in much of East Asia, Confucianism has shaped our world, past and present, in innumerable ways. In this class we will focus on the foundational texts of the Confucian tradition: the *Analects* (purported to record the words of Confucius himself), the *Mengzi* (often romanized as "Mencius"), the writings of Xunzi, and the *Classic of Filial Piety*.

Beyond those questions noted above, we will further examine how these texts construct their arguments; how they were first composed, compiled, and circulated; how they employ such key concepts as "humaneness" (*ren*), "moral power" (*de*), and "ritual propriety" (*li*); and how they functioned as part of the larger philosophical, linguistic, political, and historical context that we now think of as "early China."

**Requirements/Evaluation:** Evaluation is based on 4 short papers (3-4 pages each), one longer final paper (10-12 pages), and participation in class discussions.

**Prerequisites:** None.

**Enrollment Limit:** 19

**Enrollment Preferences:** Enrollment priority goes to current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; current or prospective Asian Studies concentrators; and Religion majors.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 295 (D2) ASIA 215 (D1) CHIN 215 (D1)

**Writing Skills Notes:** Writing will include 4 short papers (3-4 pages) that will involve drafts, feedback and revision, and one longer final paper of 10-12 pages that will involve close consultation with the instructor during the writing process.

**Difference, Power, and Equity Notes:** Throughout the course we will examine how these texts deal with issues of differentials of power, both political and social, in a range of contexts. In particular, we will discuss how these texts conceptualize political and social power and how they see hierarchy functioning in both beneficial and deleterious ways in society.

Spring 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Christopher M. B. Nugent

### **RLSP 202 (S) Introduction to the Analysis of Literature in Spanish (WS)**

This course is intended for students who are considering a major in Spanish, including those who have recently completed RLSP 105, 107, or 200. Using a textbook, *Aproximaciones al estudio de la literatura hispánica*, we will study the fundamentals of genre analysis while reading selected works of prose, poetry, and drama from Latin America and Spain. In addition to studying the principles and techniques of literary analysis, this course will continue to develop your speaking, oral, writing, and reading comprehension skills. *Conducted in Spanish.*

**Class Format:** Students are expected to be active participants at all scheduled class meetings, which will be used for discussion and collaborative analysis of literary texts.

**Requirements/Evaluation:** Assignments will include four essays (from 4 to 6 pages each); a number of short writing assignments; a mid-term and a final exam; and consistent preparation and class participation.

**Prerequisites:** RLSP 105, 107, 200, 209, or placement exam results indicating readiness for a 200-level course

**Enrollment Limit:** 20

**Enrollment Preferences:** first- and second-year students who are considering the major in Spanish

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** Each student will write four essays on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

Spring 2023

SEM Section: 01 MWF 11:00 am - 11:50 am Jennifer L. French

### **RLSP 231 (F) Indigenous Writers of Colonial Mexico and Peru (DPE) (WS)**

This course examines the writings of 16th and 17th Century Indigenous authors of New Spain and colonial Peru. We will study the works of well-known Indigenous writers such as Hernando de Alvarado Tezozomoc, Fernando de Alva Ixtlilxochitl, El "Inca" Garcilaso de la Vega, and Guaman Poma de Ayala, as well as writings by lesser-known and anonymous Indigenous authors. Our focus on the historical contexts and formal aspects of their works will be supplemented and enhanced by a study of the critical methods of textual analysis that are particularly relevant to Indigenous texts, as facilitated by a set of selected critical readings. The course, in short, will aim to interrogate the idea of a "Spanish lettered city" (a colonial city dominated by Spanish men of letters) and will explore the possibilities of an "alter-native" lettered city, one in which Indigenous writing flourishes during times of crisis. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise the first three papers and submit a final version. Excellent preparation and active, engaged participation in class discussions is required.

**Prerequisites:** RLSP 105, 107, 200, or 202, placement exam results, or permission of instructor.

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors and certificate students, current and potential; LATS concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write four 4- to 5-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide three 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will introduce students to the rich and varied cultural production of colonial Mexico and Peru. It will highlight the often marginalized and neglected intellectual histories of Indigenous peoples and other minoritized sectors of colonial society. As such, students will acquire critical tools to examine and understand the rich and varied cultural production of Mexico and Peru during the Spanish colonial era.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Fall 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

**RLSP 342 (S) Reading Sor Juana: "única poetisa americana, musa décima,"** (DPE) (WS)

This course focuses on the writings of one of the most revered women writers in Hispanic Letters, Sor Juana Inés de la Cruz, who was regarded by her contemporaries as the Tenth Muse. Our exploration and study of Sor Juana's writings will focus on the different genres in which she wrote--prose, poetry, and drama--and it will include a survey and analysis of the historical context in which she wrote, the formal aspects of her writings, and critical essays about her work written by leading scholars in the field of Latin American literature. Near the end of the semester, the course will conclude by expanding its focus to examine the ways in which Sor Juana's work has influenced contemporary Latin American and U.S. Latina authors. *Conducted in Spanish.*

**Requirements/Evaluation:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version. Excellent preparation and class participation is required.

**Prerequisites:** One RLSP course at the 200-level or above or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Spanish majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**Writing Skills Notes:** Each student will write three 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will also provide two 2-page critiques of their partner's papers as a form of feedback. After receiving my feedback and the feedback of their peers, each student will revise each of the papers and submit a final version.

**Difference, Power, and Equity Notes:** This course will highlight the intellectual production of one of the most revered women writers in Hispanic Letters. It will explore the challenges women writers faced as well as the social critiques Sor Juana makes in her writings about the exclusion of women and other racial minorities in Spanish colonial society. As such, students will gain critical skills to analyze and understand the diversity of Spanish-American society through Sor Juana's texts.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Spring 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Carlos Macías Prieto

**RUSS 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 ANTH 217 GBST 219

**Primary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

**Requirements/Evaluation:** Weekly post to course Glow discussion page, 1 or 2 times leading class discussion on the assigned readings, 1 short presentation, 1 extended project with regular short writing submissions, 1 final paper and final presentation

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217 (D1) ANTH 217 (D1) GBST 219 (D1)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have both peer-review and instructor feedback for all project assignments. In peer-review and instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Kamal A. Kariem

**RUSS 219 (F) Cults of Personality (WS)**

**Cross-listings:** COMP 215 RUSS 219

**Primary Cross-listing**

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. *All readings will be in English, and all films will have English subtitles.*

**Requirements/Evaluation:** completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

COMP 215 (D1) RUSS 219 (D1)

**Writing Skills Notes:** Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Fall 2022

TUT Section: T1 TBA Julie A. Cassidy

**RUSS 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference** (DPE) (WS)

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Secondary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written

feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

### **SOC 221 (S) Money and Intimacy (WS)**

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only a few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

**Requirements/Evaluation:** Each student will be expected to submit five or six 5-6-page essays and five or six brief responses. In addition, each student will be expected to actively participate in tutorial discussions. There will be no final paper or exams.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to submit a 4-5 page essay every other week. During the week when students are not submitting essays, they will submit a brief (1-2 page) response to their partner's essay.

Spring 2023

TUT Section: T1 TBA Marketa Rulikova

### **SOC 252 (S) Im/mobilities (DPE) (WS)**

**Cross-listings:** AMST 252 SOC 252

#### **Primary Cross-listing**

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

**Requirements/Evaluation:** Thoughtful and consistent class participation, several short reflection papers, two drafts of an opinion essay, class

presentation

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Given to first-year students and sophomores

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 252 (D2) SOC 252 (D2)

**Writing Skills Notes:** Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final paper

**Difference, Power, and Equity Notes:** This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Spring 2023

SEM Section: 01 MWF 11:00 am - 12:15 pm Phi H. Su

**SOC 291 (S) Religion and Ecology in America (WS)**

**Cross-listings:** SOC 291 REL 291 ENVI 291

**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in America. Exploring a broad range of practices, symbols, and beliefs, we will examine the religious roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have writers, thinkers, and artists from different religious and cultural backgrounds shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? How have they influenced each other to produce distinctively American forms of eco-spirituality? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biology, Buddhist therapy, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

**Prerequisites:** ENVI 101 or instructor permission

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

SOC 291 (D2) REL 291 (D2) ENVI 291 (D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

**Attributes:** AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Spring 2023

TUT Section: T1 Cancelled

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** RUSS 348 GBST 348 SOC 348

**Primary Cross-listing**

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

**Requirements/Evaluation:** 5-page paper every other week, written comments on the partner's paper in alternate weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Anthropology, Sociology, and Russian majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 348 (D2) GBST 348 (D2) SOC 348 (D2)

**Writing Skills Notes:** This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

**Difference, Power, and Equity Notes:** Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

**Attributes:** GBST Russian + Eurasian Studies Electives

Fall 2022

TUT Section: T1 TBA Olga Shevchenko

**STS 240 (F) Great Astronomers and Their Original Publications (WS)**

**Cross-listings:** ASTR 240 STS 240 LEAD 240

**Secondary Cross-listing**

In this course we will study some of the greatest figures in astronomy and consider their leadership in advancing progress in the field. We will consider their lives and works, especially as represented by original copies of their books and other publications. These great astronomers include: 16th century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; *Dialogo*, 1632); Johannes Kepler (laws of planetary motion, 1609, 1619, Rudolphine Tables 1627); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (*Principia Mathematica*: laws of universal gravitation and of motion, 1687); 18th century, Edmond Halley (*Miscellanea curiosa*, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (*Atlas Coelestis*, 1729); and William Herschel and Caroline Herschel (1781, 1798). Also, from more recent times in which original works are often articles rather than books: 20th century, Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); George Ellery Hale (Mt. Wilson Observatory 100" telescope, 1917; Palomar Observatory 200" telescope, 1948), Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); and 21st century: Wendy Freedman (Universe's expansion rate, 2000s). First editions will be available in Williams' Chapin Library of rare books, where we will meet in an adjacent classroom. We will also consider how such original materials are collected and preserved, and look at examples from the wider world of rarities, such as a leaf from the Gutenberg Bible (c. 1453) and a Shakespeare First Folio (1623, with a discussion of astronomical references

in Shakespeare's plays). The course will be taught in collaboration between an astronomer and a rare-books librarian, with remote lectures by experts from around the world.

**Class Format:** Meeting on campus in the Chapin Library classroom (Sawyer 452)

**Requirements/Evaluation:** class participation, two 5-page intermediate papers, and a final 15-page paper; student choice of additional readings from a provided reading list

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** if overenrolled, preference by written paragraph of explanation of why student wants to take the course

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASTR 240 (D3) STS 240 (D2) LEAD 240 (D3)

**Writing Skills Notes:** Comments on submitted papers will aid in writing skills

**Attributes:** LEAD Facets or Domains of Leadership

Fall 2022

SEM Section: 01 W 1:10 pm - 3:00 pm Jay M. Pasachoff

CON Section: 02 W 3:10 pm - 4:00 pm Jay M. Pasachoff

**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience** (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASIA 269 ANTH 269

**Secondary Cross-listing**

This course provides a social analysis of and practical engagement with mindfulness in the US today. It considers the modern applications of Buddhist meditation as a tool to improve awareness of the related processes of mind, behavior, and emotions within landscapes structured by racism, sexism, and other systemic inequalities. We consider how mindfulness relates to Buddhist discourses as well as the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How can mindfulness help people communicate more effectively--be they doctors or patients, teachers or students? How has the exploding research on mindfulness and meditation since 2000 help us understand the intersection of human emotions, behaviors, and relationships? We train in a variety of Buddhist meditation practices through the semester including forest bathing, mindfulness, compassion meditation, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to train in mindfulness practices the entire semester while studying models of the mind developed by research in clinical and evolutionary psychology, affective neuroscience, and interpersonal neuroscience.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 269 (D2) STS 269 (D2) ASIA 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2022

TUT Section: T1 TBA Kim Gutschow

**STS 319 (F) Neuroethics (WS)**

**Cross-listings:** PSYC 319 NSCI 319 STS 319

**Secondary Cross-listing**

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

**Requirements/Evaluation:** six 5-page position papers and five 2-page response papers as well as participation in discussions

**Prerequisites:** PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Psychology majors and Neuroscience concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSYC 319 (D3) NSCI 319 (D3) STS 319 (D2)

**Writing Skills Notes:** In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience

Fall 2022

TUT Section: T1 TBA Noah J. Sandstrom

**STS 370 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

**Secondary Cross-listing**

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

**THEA 252 (S) Stop Making Sense: Absurd(ist) Theatre in Historical Context (WS)**

**Cross-listings:** THEA 252 COMP 256 ENGL 256

**Primary Cross-listing**

We want to make sense of things. In nearly all of our academic pursuits, the point of analysis is to find meaning, to explain intricate or confusing phenomena, to provide clarity from complexity. What happens when we can't do this, indeed, when the objects of our analytical attention seem willfully designed to thwart the attempt? Such is the challenge of "understanding" the traditions of the absurd. In this tutorial course, we will engage this challenge within the realm of Western theatre and performance from 1900 to the present. Beginning with selected readings from writers who have engaged the absurd in theoretical fashion (Albert Camus, Soren Kierkegaard, Jean-Paul Sartre, Martin Esslin), the course will move swiftly to original artworks for contemplation and analysis. Some questions we will grapple with include: How do we, can we, should we respond to art that specifically defies meaning? Can art that seems pointless have a point? Playwrights will range from canonical (Samuel Beckett, Eugene Ionesco) to more obscure but equally engaging (as well as baffling) artists (Peter Handke, Slavomir Mrocek). We will follow standard practice in tutorial pairs, as each week one student will prepare original analysis of the assigned reading, and the other will craft a response to prompt an hour-long discussion. Whether we "make sense," or perhaps discover different ways of appreciating the varied works of art, will depend on the nature of those weekly attempts.

**Requirements/Evaluation:** Evaluation will be based on weekly tutorial papers/response papers, and active participation in weekly tutorial sessions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Theatre, English, and Comparative Literature majors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

THEA 252 (D1) COMP 256 (D1) ENGL 256 (D1)

**Writing Skills Notes:** Weekly tutorial papers and response papers, plus regular feedback on writing/argumentation skills. The course will provide consistent and ongoing feedback on students' writing, and will require multiple assignments, each prompting comments which address writing

problems and strategies, as appropriate.

Spring 2023

TUT Section: T1 TBA Robert E. Baker-White

**THEA 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

**Secondary Cross-listing**

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE) (WS)**

This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** Mix of lectures and seminars

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** WGSS Theory Courses

Fall 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Kiaran Honderich

Spring 2023

SEM Section: 01 MR 1:10 pm - 2:25 pm Greta F. Snyder

SEM Section: 02 TR 8:30 am - 9:45 am Marshall Green

**WGSS 105 (F)(S) American Girlhoods (DPE) (WS)**

**Cross-listings:** WGSS 105 ENGL 105

**Secondary Cross-listing**

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

**Requirements/Evaluation:** at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 105 (D2) ENGL 105 (D1)

**Writing Skills Notes:** Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

**Attributes:** AMST Arts in Context Electives

Fall 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Kathryn R. Kent

Spring 2023

SEM Section: 01 MW 7:00 pm - 8:15 pm Kathryn R. Kent

**WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)**

**Cross-listings:** WGSS 113 ENGL 113 AMST 113

**Secondary Cross-listing**

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

**Class Format:** discussion, some lecture, project work in archives and art gallery

**Requirements/Evaluation:** two-three short analysis papers, creative (1-2 pages), discussion posts, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 113 (D1) ENGL 113 (D1) AMST 113 (D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses EXPE Experiential Education Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2022

SEM Section: 01 TR 8:30 am - 9:45 am Bethany Hicok

**WGSS 312 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** WGSS 312 ARTH 310 AMST 333

**Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 312 (D1) ARTH 310 (D1) AMST 333 (D1)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 Courses FMST Core Courses

Spring 2023

SEM Section: 01 Cancelled

**WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics** (DPE) (WS)

**Cross-listings:** PHIL 321 WGSS 322

**Secondary Cross-listing**

We often associate modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** Each student will write and present a 5 or 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and the quality of intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, modern political theory, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PHIL 321 (D2) WGSS 322 (D2)

**Writing Skills Notes:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly

commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

**Attributes:** PHIL History Courses WGSS Theory Courses

Spring 2023

TUT Section: T1 Cancelled

**WGSS 336 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** WGSS 336 PHIL 326

**Secondary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 336 (D2) PHIL 326 (D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Spring 2023

TUT Section: T1 TBA Jana Sawicki

**WGSS 371 (F) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** WGSS 371 ANTH 371 STS 370

### Secondary Cross-listing

This class engages with the methods of medical anthropology & medical sociology to help students design and implement ethnographic projects that explore health on campus or our wider community. Along the way we consider how disruptive moments like COVID-19 can reveal underlying social inequalities of healthcare access, health outcomes, and well-being; for which we propose innovative and student-focussed solutions. Students will learn and use design thinking, data visualization, and participatory ethnography while engaging with a variety of qualitative methods such as semi-structured interviews, focus groups, and qualitative surveys. We situate and explore our ethnographic projects within a campus and wider communities that are always already structured by power, privilege, and intersectional identities that shape health and well-being. We explore the field of narrative medicine and medical anthropology by developing and practicing skills in active listening, open dialogue, mindfulness, empathy, and curiosity that can profoundly shape ethnographic as well as the patient/provider encounters. For context, we read ethnographic case studies that explore a variety of topics including how structural racism and implicit bias shape clinical medicine & medical education in the US, how concepts of sexual citizenship can reshape our understanding of campus sexual assault, how the spread of US psychiatry has shaped a global landscape of mental health, and how queer activism responded to the HIV/AIDS crisis in the US. Our goals are to create participatory research projects that both explore and alter our habitual practices and individual ways of seeing the world around us.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 20

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 20

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2022

SEM Section: 01 W 1:10 pm - 3:50 pm Kim Gutschow

SEM Section: 02 Cancelled

**WGSS 402 (S) Marxist Feminisms: Race, Performance, and Labor** (DPE) (WS)

**Cross-listings:** WGSS 402 THEA 402 AMST 402 AFR 329

### Secondary Cross-listing

This seminar provides an overview of queer, women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, we will examine a range of forms of labor and social positions that complicate Marx's emphasis on the white male industrial factory worker. In the first part of the seminar, we will study seminal texts that center reproduction, racial slavery, care and domestic work, indentured servitude, sex work, and migrant labor, and in the second half, we will turn to an array of practices that respond to and offer strategies to survive under racial capitalism. This seminar will equip students with critical understandings of the ways racial capitalism has centrally relied on the mass elimination, capture, and recruitment of different racialized and gendered bodies in and beyond the U.S. and how, through performance, the capitalist system of value and life under these conditions can be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 402 (D2) THEA 402 (D1) AMST 402 (D2) AFR 329 (D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Spring 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung